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Profile of School Administrators
in the U. S.

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PROFILE OF SCHOOL ADMINISTRATORS IN THE U.S.

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**NATIONAL CENTER FOR
EDUCATION INFORMATION**

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Introduction

Education continues to be a topic of much debate in this country. Conflicting reports keep coming about what our students know, about what they don't know, about what they should know, and about what they need to know. Debates are heating up over the levels of spending for education and whether or not taxpayers are getting an adequate return on their investment in America's educational system. Considerable concern is expressed about the quality of personnel in the schools and whether or not the educational enterprise will be able to attract enough "good" people in the future to meet the ever-greater demands being made on the schools.

The National Center for Education Information (NCEI) decided to ask the people administering America's elementary and secondary educational system what they think about a wide variety of issues related to schooling in this country. Much data has been collected and analyzed about teachers in recent years, including NCEI's 1986 survey of public and private school teachers, but not much hard data has been collected about school administrators. Who are these people running our schools? What do they think about how our schools are doing? About teachers? About controversial issues, such as busing and sex education? About the purposes of education? Their own jobs? What do they plan to do in the next five years?

The National Center for Education Information submitted an unsolicited proposal to the U. S. Department of Education to conduct this national survey designed to obtain a profile of public and private school administrators in the United States, which after a competitive external review process, was funded. We received a grant award of \$97,928.

An Advisory Committee was convened to help design the questionnaire. The members of this committee were: Scott Thomson, Executive Director, National Association of Secondary School Principals; Samuel Sava, Executive Director, National Association of Elementary School Principals; Robert Spillane, Superintendent of Schools, Fairfax, Virginia; Floretta McKenzie, Superintendent of Schools, Washington, D.C.; Paul Masem, Superintendent, Alexandria City Schools; Robert Smith, Director, Council for American Private Education; Denis Doyle, the Hudson Institute, and Clark Dobson, College of Education, George Mason University.

The 62-item questionnaire adopted was mailed October 16, 1987, to 5,322 randomly selected elementary and secondary school administrators -- 2,350 superintendents, 1,976 public school principals and 996 private school

principals. The detailed survey methodology, including how the samples were selected and information about the statistical reliability of the samples, can be found in Appendix A.

This report, PROFILE OF SCHOOL ADMINISTRATORS IN THE U.S., analyzes the results of the questionnaire surveys of 3,577 school administrators in the United States -- 1,704 superintendents, 1,349 principals in public schools and 524 principals in private schools. These three groups of administrators are analyzed separately in this report.

Due to our large sample sizes and high response rates (73 percent for superintendents, 68 percent for public school principals, and 53 percent for private school principals), we were able to analyze the data across several subgroups, including size of school districts, metropolitan status of communities, income levels of communities, and age groups.

We are proud of this study. It provides much new and heretofore unknown information about the people administering our schools. The report includes 51 tables of statistics that tell us a lot about who these administrators are and what they think, how they compare with their counterparts in other occupations, how their attitudes on a variety of issues compare with those of the general public, and what we might expect in the future.

Many people contributed to the success of this undertaking. Those to whom I am most grateful are the administrators who took the time to fill out the questionnaires. Several wrote notes or called to express personal interest in participating in this survey. Thank you all.

I wish to thank the members of the Advisory Committee whose advice and suggestions contributed enormously to the success of this survey. Thanks go to Milton Goldberg, who served as project officer from the Department of Education. I want to thank Fred Quelle for once again coming through with a computer program that allowed me to analyze the data in numerous ways. Ira Bloom took responsibility for the sample design and survey methodology in his most-appreciated calm, confident way. My gratitude goes to Graham Huber at the American Enterprise Institute who made his voluminous polling files available to me. I wish to thank many at the U.S. Bureau of Labor Statistics, especially Dan Hecker, and at the U.S. Bureau of the Census, especially Chuck Nelson and Ed Wilniak, for their help in giving us much data with which to compare school administrators. Thanks go to Clark Dobson and Warren Rogers, who pored over drafts of the report, to Sarah Ince, who checked all the numbers, and to Betty Moran, who produced all the tables.

Lastly, I am grateful for the funding provided by the U.S. Department of Education that made this project possible.

Emily Feistritzer
January 1, 1988

Highlights of the Study

America's educational system has been under close scrutiny for several years now, and the results as reported from various quarters have often been contradictory and confusing. The National Center for Education Information sought in this survey to ascertain who the people administering the educational system for elementary and secondary students are, and what they think about a wide variety of issues pertaining to education in this country.

This report analyzes the results of a questionnaire survey of 3,577 current elementary and secondary school administrators -- 1,704 superintendents, 1,349 principals in public schools, and 524 principals in private schools. The questionnaire survey was conducted between October 16 and December 20, 1987. Responses of administrators surveyed present a clear profile of current superintendents and principals of elementary and secondary schools in the United States. Here they are as they see themselves. In some cases, generally accepted beliefs about who they are and how they think are confirmed. In others, myths are shattered. In still others, new issues are raised.

- There is amazing similarity of views among superintendents and principals in public schools in this country. Regardless of age, size of district, size of community, metropolitan status of community, or community income level, superintendents and principals of public schools are essentially of one mind, and that mind is often at odds with private school principals' and with that of the general public.

- Probably nowhere in America is there a larger bloc that gives more credence to the phrase, "old boys' club," than public school administrators. They are disproportionately men, white and older than their counterparts in other occupations. The superintendents are 96 percent men and 97 percent white. Principals in public schools are 76 percent men and 90 percent white. Teachers in public schools are 69 percent women and 89 percent white. Only eight percent of superintendents and 20 percent of public school principals are younger than 40 years, compared with about half of those in the "administrative" category of all workers. Superintendents have been in education jobs for an average of 25 years; principals in public schools, for an average of 23 years. Nearly all of them have been teachers.

- The administrators of our public school system are among the highest paid people in their class in this country. More than half of superintendents (51 percent) have salaries of \$50,000 or more per year. This compares with a

fifth (21 percent) of all college graduates working full-time, year-round and with 4.8 percent of all wage-earners in America who earn at least \$50,000 a year. Seven percent of superintendents, compared with eight percent of full-time, year-round workers who have four or more years of college and 1.6 percent of all workers, earn \$75,000 or more per year. The average salary for all persons in the ninth decile (top tenth) employed in executive, administrative, and managerial occupations was \$51,324 in 1986, according to the Bureau of Labor Statistics. The average for all workers in the administrative category was \$26,572.

- The people administering our public schools give them much higher marks than the general public and the parents who send their children to them. While 87 percent of superintendents and 75 percent of public school principals say the schools in their communities have improved in the last five years, only 25 percent of the general public and 33 percent of public school parents think they have improved. Eighty-one percent of superintendents and 72 percent of principals in public schools think the educational standards in our schools have improved in recent years, compared with 41 percent of the public and 40 percent of private school principals, say standards have improved. Nearly half (49 percent) of the public thinks they have gotten worse. Much higher percentages of administrators of public schools give an A or a B to schools nationally, as well as their own, than do the general public or the parents who send their children to these schools.

- Vouchers are not a particularly popular notion in this country, but parental choice is gaining ground. Regarding vouchers, eight percent of superintendents and 13 percent of public school principals, compared with 84 percent of private school principals and 44 percent of the general public say they favor the notion of governments allotting funds for each child's education that parents can use to send their children to any public, private, or parochial school they choose. On the question of parents being allowed to send their children to the schools of their choice, 31 percent of superintendents and 37 percent of principals in public schools think that would improve our educational system. Ninety percent of principals in private schools, 71 percent of the public in general, and 76 percent of parents of public school children like the idea.

- School administrators are at odds with the public on the controversial issues of busing and sex education in schools. Only 16 percent of superintendents, 20 percent of principals in public schools and 20 percent of private school principals favor busing of school children to achieve racial balance. When the public was asked this question a year ago, 41 percent said they favored busing. Administrators in inner-city schools, from large districts, and those who are black, favor busing more than those in any other subgroup. School administrators are more in favor of sex education in grades 4 through 8, as well as in high schools, than the public in general or parents of school children.

• While of the opinion that America's educational system is the best in the world and that we get a good return on dollars spent on education in this country, school administrators want less influence from the federal government in Washington on improving local schools. Fewer than ten percent of the public school superintendents and principals, compared with more than a third of the public, want the federal government in Washington to have more influence on improving local public schools. When asked which level of government -- federal, state or local -- does the best job of dealing with the problems it faces, only two percent of superintendents, five percent of public school principals and six percent of principals in private schools, compared with 23 percent of the general public, say the federal government does.

• Administrators of schools in America give teachers high marks and think the quality of people coming into teaching today is better than it was five years ago. They favor alternate routes for certifying teachers. Only 18 percent of superintendents, 23 percent of public school principals and 12 percent of private school principals say that a person who has at least a bachelor's degree in a field other than education but no preparation in education courses should go back to college and complete a traditional teacher education program and get fully certified to teach before they are hired as teachers.

• School administrators report high levels of job satisfaction. On overall job satisfaction, 94 percent of superintendents and of public school principals, and 95 percent of private school principals report they are satisfied. The aspect of their jobs they are least satisfied with is "relationship with teacher unions". Nevertheless, two-thirds of public school superintendents and principals still say they are satisfied with their relationships with the teacher unions. The only other aspects of one's job that fell below 85 percent satisfaction levels for superintendents and below 90 percent for principals in public schools were: relationship with the state department of education, the curriculum, textbooks and salary. Ninety-five percent of superintendents and of private school principals and 94 percent of public school principals say they are satisfied with "overall professional life".

• Portending either a crisis or a great opportunity, there will be a large turnover of public school administrators in this country in the next few years. A fourth (24 percent) of superintendents and a fifth (21 percent) of principals in public schools say they plan to retire in the next five years. Nearly half (44 percent) of superintendents, 38 percent of public school principals and 33 percent of private school principals say they plan to leave their current positions in the next five years. However, many of these superintendents plan to become a superintendent in another district (36 percent). Many of the principals plan to become superintendents (25 percent) or serve as principal in another school (24 percent). Still others plan to be college professors or administrators.

Table 1. DISTRIBUTION OF PUBLIC SCHOOL DISTRICTS

PUBLIC SCHOOL DISTRICTS/a (1987)				
Enrollment Size	Number of Districts	Percent Distribution	Metro Status	Number of Districts
Small				
Less than 2,500	11,345	74.9%	Rural	9,390
			Suburban	4,089
Medium			Urban	1,175
2,500-9,999	2,975	19.7%	Unclassified	483
Large				
10,000+	817	5.4%		
Total	15,137			

Enrollment Size	Number of Districts		Percent of all Students Enrolled
	1987/a	1983/b	
0	--	349/c	0%
1-299	3,328	4,197	1.4
300-599	2,371	2,293	2.5
600-999	1,915	1,813	3.6
1,000-2,499	3,731	3,545	14.7
2,500-4,999	1,996	1,963	17.4
5,000-9,999	979	970	17.2
10,000-24,999	577	456	17.1
25,000-49,999	161	161	8.3
50,000-99,999	64		10.1
100,000+	15		7.7
Total	15,137	15,747	100.0

Source: /a Market Data Retrieval, Westport, CT, March 27, 1987

/b 1987 Digest of Education Statistics, Center for Education
Statistics, U.S. Department of Education

/c Not enrolling students

Background

The National Center for Education Information drew its sample of public school superintendents and principals from the list of school districts and schools compiled in Summer 1987 by Market Data Retrieval, a private list company of Dunn and Bradstreet. MDR's list included 15,137 school districts. The distribution of school districts by enrollment size of district and by urban, suburban and rural communities, along with the most recently published data on number of districts by enrollment size from the U.S. Department of Education is shown in Table 1.

It should be noted that three-fourths of the school districts enroll fewer than 2,500 students each and account for fewer than a fourth of all the students enrolled in public schools. On the other hand, 817 school districts (about six percent) enroll 10,000 or more students each and, collectively, account for approximately 43 percent of total school enrollment. Further, 16 schools districts in this country enroll 100,000 or more students each, and, together, enroll about 10 percent of all the students. At the other end of the scale, 3,328 school districts -- more than a fifth of all of them -- enroll fewer than 300 students each and account for 1.4 percent of total public elementary and secondary student enrollment in this country.

It is important to put the number and size of school districts in the context of the structure of the United States by metropolitan areas. A Census is conducted every decade in the United States. The last Census was in 1980.

The 1980 Census showed there were 22,529 "incorporated places" in the United States, 13,706 of which (61 percent) were classified as rural. Census data indicated that 26 percent of the population lived in rural areas of the country.

The breakdown of the overall population by types of communities will not be updated until the 1990 Census. However, the number of "places", as of July 1, 1986, was 19,101. Of these places, 24 are urban areas with populations of 500,000 or more, and 84 are urban areas having populations between 150,000 and 499,999.

All of these population statistics are important in light of the school-district arrangement we have in this country and in terms of NCEI's

survey of school administrators.

We sent questionnaires to superintendents in 802 districts that enroll 10,000 or more students. In the 435 responses we received, 45 were from superintendents who identified their communities as being in an inner city with 500,000 or more residents and 39 were from superintendents in communities with populations between 150,000 and 499,999. While the sample sizes appear small for these sub-categories of superintendents, we surveyed just about the full universe of large inner-city superintendents.

Superintendents who represented districts having 10,000 or more students were oversampled in this survey to achieve enough respondents to allow independent analysis of this crucial segment which represents approximately 43 percent of all students enrolled in public elementary and secondary schools in this country. For purposes of analyzing the responses of all superintendents throughout the country, each of these segments by district enrollment size (fewer than 2,500; 2,500 to 9,999; and 10,000 or more) were weighted to their proper proportion of all United States superintendents. (See Appendix A for a complete description of the sample design and methodology used for this survey).

Table. 2 THE NCEI SAMPLE OF SUPERINTENDENTS BY DISTRICT ENROLLMENT SIZE AND BY METRO STATUS OF COMMUNITY (UNWEIGHTED)

		TOTAL
Base:		1,704
DISTRICT ENROLLMENT SIZE		
10,000+	435	
2,500-9,999	604	
Less than 2,500	665	
METROPOLITAN STATUS		
Inner city		
Population 500,000 and over	44	
Population 150,000-499,999	39	
Other urban	236	
Suburban	542	
Rural	843	

Table 3. SELECTED CHARACTERISTICS OF PUBLIC SCHOOL DISTRICTS AS REPORTED BY SUPERINTENDENTS BY METRO STATUS OF COMMUNITY

	Inner City		Other	Suburban	Rural
	Pop. 500,000 or more	Pop. 150,000 to 499,999	Urban		
	%	%	%	%	%
ENROLLMENT SIZE					
1-299	0	2	*	*	16
300-599	0	0	1	2	16
600-999	0	0	2	3	10
1,000-2,499	7	6	4	11	24
2,500-4,999	2	6	19	31	22
5,000-9,999	8	3	19	17	7
10,000-24,999	35	25	40	28	5
25,000 or more	48	58	13	8	*
COMMUNITY INCOME					
Low	63	36	23	6	44
Medium	36	58	76	80	55
High	*	6	1	14	1
% OF WHITE STUDENTS ENROLLED					
% OF WHITE TEACHERS					
	S-T	S-T	S-T	S-T	S-T
Less than 10 percent	34-*	0-1	3-*	1-1	2-*
10-19	14-*	6-*	2-1	*-*	1-*
20-29	20-1	17-*	4-0	1-*	2-1
30-39	0-1	23-*	4-*	1-*	2-1
40-49	20-1	20-*	4-3	3-*	3-1
50-59	6-1	8-*	5-5	4-*	4-1
60-69	3-2	8-2	13-5	6-2	5-2
70-79	0-6	8-4	10-8	10-4	7-6
80-89	0-7	6-15	19-16	18-15	9-7
90 percent or more	3-80	3-77	34-62	25-77	65-80
AVERAGE NUMBER OF YEARS IN EDUCATION JOBS FOR SUPERINTENDENTS					
	30 yrs.	27 yrs.	28 yrs.	28 yrs.	25 yrs.
AVERAGE PER STUDENT EXPENDITURE					
	\$3,513	\$3,274	\$3,247	\$3,730	\$3,208

Table 4. DEMOGRAPHIC PROFILE OF SCHOOL ADMINISTRATORS

	Public School		Private School
	Superintendents (Weighted)	Principals (Unweighted)	Principals (Unweighted)
Base:	1,704	1,349	524
	%	%	%
SEX			
Men	96	76	48
Women	4	24	52
RACE			
White	97	90	97
Black	1	6	1
Other	1	2	1
Hispanic	1	2	1
AGE (in years)			
18-24	0	0	*
25-29	0	*	2
30-34	1	4	8
35-39	7	16	17
40-44	22	23	23
45-49	22	20	18
50-54	25	19	13
55-59	16	13	9
60-64	6	4	7
65 and older	1	1	3
Average	49.1 yrs.	46.6 yrs.	46.3 yrs.
EDUCATION			
1, 2 or 3 years of college	0	0	2
4 years of college	*	*	9
5 or 6 years of college	32	40	35
7 or more years of college	67	60	53
EXPERIENCE IN EDUCATION JOBS			
Less than 5 years	0	0	2
5-9	*	2	8
10-14	5	10	16
15-19	17	24	22
20-24	25	24	16
25-29	24	21	14
30-34	19	14	8
35-39	9	5	6
40-44	1	*	6
45 years or more	*	*	1
Average	25.2 yrs.	22.8 yrs.	21.4 yrs.

*Less than 0.5 percent

	Public School		Private School
	Superintendents	Principals	Principals
	(Weighted)	(Unweighted)	(Unweighted)
Base:	1,704	1,349	524
	%	%	%
TOTAL YEARS IN CURRENT POSITION			
Less than 5 years	49	50	56
5-9	26	24	29
10-14	13	12	8
15-19	6	8	4
20-24	3	3	1
25-29	1	1	1
30 years or more	*	*	0
Average	6.7 yrs.	6.7 yrs.	5.5 yrs.
SALARY			
Less than \$25,000	*	2	60
\$25,000-29,999	2	5	17
\$30,000-34,999	5	14	8
\$35,000-39,999	9	20	5
\$40,000-44,999	15	24	3
\$45,000-49,999	17	15	1
\$50,000-54,999	15	11	3
\$55,000-59,999	11	5	*
\$60,000-64,999	9	2	1
\$65,000-69,999	5	1	*
\$70,000-74,999	4	0	1
\$75,000 or more	7	0	1
HOUSEHOLD INCOME			
Less than \$25,000	*	*	27
\$25,000-34,999	2	5	22
\$35,000-44,999	9	16	20
\$45,000-54,999	16	22	13
\$55,000-64,999	19	20	8
\$65,000-74,999	17	14	4
\$75,000-84,999	15	10	2
\$85,000-94,999	7	6	2
\$95,000-104,999	5	3	1
\$105,000-114,999	3	1	1
\$115,000-124,999	1	1	1
\$125,000 or more	3	1	2
MARITAL STATUS			
Married	94	87	60
Divorced/Separated	4	7	3
Widowed	*	1	1
Single	2	5	36
HOUSEHOLDS WITH CHILDREN UNDER 18*			
	49	50	42

Table 5. EMPLOYED CIVILIANS 16 YEARS OLD AND OVER IN THE UNITED STATES, BY SELECTED OCCUPATION, 1986

	MANAGERIAL AND PROFESSIONAL SPECIALTY OCCUPATIONS		
	TOTAL	Executive, Administrative and Management	Professional Specialty
Number (in thousands)	109,597	12,642	13,911
	%	%	%
SEX			
Men	56	63	51
Women	44	37	49
RACE			
White	87	92	90
Black	10	5	7
Other	3	3	3
Hispanic origin (may be any race)	6	4	3
AGE (in years)			
16-19	6	.6	.8
20-24	12	7	7
25-34	29	28	33
35-44	24	30	30
45-54	15	19	17
55-59	6	7	6
60-64	4	5	4
65 and older	3	3	2
YEARS OF SCHOOL COMPLETED			
Less than 4 years of			
High School	16	5	1
4 Years of High School	40	26	9
1 to 3 Years of College	20	23	15
4 Years of College	13	28	31
5 Years or More of College	10	17	43
MEDIAN YEARLY EARNINGS (No.=78,727)		(No.=9,777)	(No.=10,317)
Of Full-time, year-round workers	\$18,616	\$26,572	\$26,000
9th decile	37,648	51,324	47,008
SEPARATION RATES (1983-84)			
Total	18	12	11
Transfers to other occupations	8	6	5
Not working	10	6	6

Source: U.S. Bureau of Labor Statistics

Chapter 1: Demographic Profile of School Administrators

The phrase "old boys' club" has true meaning when it comes to the administrators of our public schools. They are disproportionately men, white and older than their peers in administrative positions in other fields.

Sex

A full 96 percent of superintendents and 76 percent of principals in public schools are men. This contrasts with 69 percent of teachers in public schools who are women.

The sex split is more even in private schools, due in part to the large number of women religious who are principals in Catholic schools. More than half (52 percent) of principals and 76 percent of teachers in private schools are women.

There are no appreciable differences in the ratio of men to women across age categories for any of the administrative groups except for superintendents in their thirties where there is a larger proportion of women than any of the other age groups (12 percent of superintendents between 30 and 39 years are women compared with an average of three percent of those between 40 and 59 years of age).

Large inner cities have a higher percentage of women administrators than do suburban, rural or other urban areas. While four percent of superintendents in the suburbs and in rural areas are women, 13 percent of those in inner cities with a population of 150,000 or more are women.

For principals, the story is much the same, with rural schools showing a significantly higher ratio of men to women than the other areas -- 80 percent of principals in rural areas are men, compared with 60 percent who are in inner cities.

There is a greater proportion of women principals in public elementary schools (30 percent) than in secondary schools (10 percent).

In the entire workforce in America, 56 percent of workers are men and 44 percent are women. Men represent 62 percent of all full-time, year-round

workers and 65 percent of persons with four or more years of college who work full-time, year-round, according to the U.S. Bureau of the Census.

Men comprise 63 percent of the 12.6 million persons employed in "Executive, Administrative or Managerial" occupations, according to the Bureau of Labor Statistics. Of the 13.9 million employed in "Professional Specialty" occupations, 51 percent are men.

Race

While 85 percent of the United States population is white, 97 percent of superintendents, 90 percent of principals in public schools and 97 percent in private schools are white.

The racial distribution of all types of school administrators surveyed is statistically the same across all age groups. For example, 95 percent of superintendents in their thirties are white -- the same percentage of superintendents in their fifties who are white.

Of all employed persons in the United States, 87 percent are white. Whites represent 92 percent of those in the category of executives, administrators and managers and 90 percent in professional specialties.

Blacks make up 12 percent of the total population, 10 percent of all employed persons, five percent of executives, administrators and managers, seven percent of workers in professional specialties, and six percent of all college graduates in the workforce.

In elementary and secondary schools, blacks make up one percent of superintendents, six percent of principals and six percent of teachers in public schools. One percent of principals and two percent of teachers in private schools are black.

By elementary and secondary school enrollment, whites make up 76 percent of all students enrolled in public schools and 90 percent in private schools. Black students account for 16 percent of enrollment in public schools and 6 percent in private schools.

Due to the fact that large inner cities have greater proportions of minorities in their overall population than do other types of communities, it comes as no surprise that the percentages of superintendents and principals, as well as students enrolled, who are non-white are also higher than in other types of communities.

Fifty-eight percent of superintendents and 65 percent of public school principals in inner cities with populations of 150,000 or more are white, compared with 99 percent and 93 percent, respectively, in the suburbs. Nearly

one-third (31 percent) of superintendents in large inner cities are black and 11 percent are Hispanic. Nearly one-fifth (23 percent) of the inner city principals are black and eight percent are Hispanic.

According to the 1980 Census, 32 percent of all United States inhabitants lived in inner cities. The distribution by race was: 27 percent of whites, 60 percent of blacks, 53 percent of persons of Spanish Origin, 22 percent of American Indians, 48 percent of Asians and Pacific Islanders and 57 percent of "Other races" lived in inner cities.

In 1982, the latest year for which these data are currently available from the Census Bureau, 26 percent of all elementary and secondary school children were enrolled in inner city schools. The Census data show 21 percent of white children in school were enrolled in inner city schools. Fifty-four percent of black children and 52 percent of those of Spanish Origin were enrolled in elementary and secondary schools in inner cities.

NCEI's survey of school administrators shows that not only are there significant differences in the percentages of school leaders who are non-white by metro status of community, but also that the distribution of students and teachers by type of community who are non-white varies widely. For example, 88 percent of superintendents in inner cities with populations of 500,000 or more report that more than half of their students are non-white, compared with three percent of superintendents in suburban areas and 10 percent in rural areas, who say more than half of their student enrollment is non-white.

Only 35 percent of inner city principals reported that more than half of their students were white, compared with 94 percent of those in the suburbs, 92 percent in rural areas and 70 percent in urban areas with populations of less than 150,000.

It should be noted, in this context, that 69 percent of the school districts in this country are in communities identified as rural, compared with only nine percent that are in urban areas and 32 percent that are in suburbs.

Age

While more than a third (36 percent) of persons employed as executives, administrators or managers are under the age of 35 in this country, only one percent of superintendents, four percent of public school principals and eight percent of principals in private schools are younger than 35 years. Only eight percent of superintendents, 20 percent of principals in public schools 27 percent in private schools are under 40, compared with about half of those in the "administrative" category of all workers.

Seventy percent of superintendents and 57 percent of public school principals are 45 years or older, compared with 34 percent of all employed persons in the executive, administrative and managerial category.

The average age for superintendents is 49 years; for public school principals, 47 years; and for private school principals, 46 years.

Years of School Completed

School administrators are among the most schooled people in this country. While only 10 percent of all employed persons and 17 percent of those in executive, administrative or managerial positions have completed five or more years of college, virtually all of the superintendents and all of the public school principals have.

Work Experience

The top administrators of America's local school systems have held jobs in education on a variety of levels. Superintendents have an average of 25.2 years of experience in education positions; public school principals, 22.8 years; and private school principals, 21.4 years.

The average number of years superintendents have been in their current positions is 6.7 years. Four out of ten superintendents report having been a superintendent in another district. Those who had such prior experience say they were superintendents elsewhere for an average of 8.2 years. Eighty-four percent report having been principals for an average of 6.7 years, and 97 percent say they were teachers for an average of 7.2 years.

Public school principals have held their current positions an average of 6.7 years -- the same as for superintendents in their current positions. Slightly more than half (55 percent) say they have been principals in other schools an average of 7.9 years. Only five percent of the principals report having served as a superintendent. Ninety-five percent say they had been teachers for an average of 9.6 years.

Only a little more than a third of school administrators have ever held a full-time job outside of education -- 38 percent of superintendents, 36 percent of principals in public schools and 39 percent of those in private schools.

Of the superintendents who have held a full-time job other than in education, 24 percent had been administrators/managers, 11 percent had held jobs in professional/scientific fields, 20 percent had been technical/skilled workers and 23 percent had been in small business/sales. A small proportion had been farmers or held clerical jobs (three percent each). Fifteen percent report having held "other" jobs.

The sample sizes for principals in both public and private schools in each employment category were too small to be statistically significant.

Marital Status

School administrators tend to represent the nuclear family considerably more than the overall population. While 57 percent of all households in this country are married-couple households, 94 percent of superintendents and 87 percent of public school principals are married. Sixty percent of private school principals are married. (It should be noted that in the private school category are a large proportion of Catholic schools headed by members of religious orders who take a vow of celibacy.)

Only four percent of superintendents, seven percent of principals in public schools and three percent of private school principals are divorced or separated. Only two percent of superintendent households and only five percent of households headed by public school principals are headed by single people, compared with 27 percent of households in this country that are now headed by single persons with no children present.

Forty-nine percent of superintendent households and 50 percent of public school principal households have children under 18 in them. This compares with 48 percent of married-couple households and 36 percent of all U.S. households that have children under 18 living in them.

Of the school administrators who are married, more than half are married to a spouse who works full-time. Fifty-two percent of superintendents, 61 percent of principals in public schools and 50 percent of those in private schools are married to a person who is employed full-time. An additional 26 percent of superintendents, 17 percent of public school principals and 11 percent of private school principals who are married have part-time working spouses.

Eighteen percent of superintendents, 13 percent of principals in public schools and 15 percent in private schools report their spouses are not employed.

The largest proportion of employed spouses are teachers. Forty-one percent of superintendents, 42 percent of principals in public schools and 33 percent of private school principals are married to a teacher/professor.

Eleven percent of married superintendents, 16 percent of public school principals and 18 percent of private school principals report their spouses are employed as managers/administrators, including school administrators. Ten percent of superintendents, 13 percent of public school principals and 20

percent of private school principals say their spouses are employed in professional/scientific occupations.

Political Views

Nearly two-thirds of public school superintendents and principals and slightly more than half of private school principals identify themselves as "Moderate" in describing their views on most political matters. Only seven percent of superintendents, 12 percent of principals in public schools and 14 percent in private schools identify themselves as "Liberal".

When NCEI surveyed 1,592 teachers February 7 - April 15, 1986, 56 percent of teachers in public schools identified themselves as "Moderate", 14 percent as "Liberal" and 30 percent as "Conservative". For private school teachers, the responses were: Moderate - 57 percent; Liberal - 14 percent; and Conservative - 29 percent.

School administrators, as well as teachers, show up about the same as the general public in political party affiliation. Thirty-six percent of superintendents, 34 percent of public school principals and 37 percent of private school principals said they considered themselves Republicans. Thirty-six percent of superintendents, 43 percent of both public and private school principals considered themselves Democrats. Twenty-seven percent of superintendents, 23 percent of public school principals and 21 percent of principals in private schools consider themselves Independent.

Regardless of how they view themselves on political matters or what their party affiliation is, school administrators turned out for Ronald Reagan in the 1984 Presidential election. More than two-thirds (69 percent) of superintendents, 63 percent of public school principals and 58 percent of principals in private schools said they voted for President Reagan in the 1984 election. This compares with 55 percent of public school teachers and 54 percent of private school teachers who voted for Reagan in 1984.

A fourth (25 percent) of superintendents, 29 percent of public school principals, 27 percent of principals in private schools, 35 percent of teachers in public schools and 33 percent of private school teachers voted for Walter Mondale in the 1984 Presidential election.

Table 6. SEX, RACE AND AVERAGE YEARS OF EXPERIENCE BY AGE GROUP, METRO STATUS OF COMMUNITY, AND BY COMMUNITY INCOME LEVEL

	<u>Superintendents</u>						Average Years Experience In Education Jobs				
	Male	Female	White	Black	Hispanic	Other	Total	As Supt.	As Princ.	As Teacher	Other
	%	%	%	%	%	%	%	%	%	%	%
Total	96	4	95	2	2	1	26	15	7	7	7
BY AGE (in years)											
30-39	88	12	95	1	1	3	14	7	5	6	4
40-49	97	3	98	*	1	1	22	11	6	6	7
50-59	97	3	95	2	2	1	30	18	7	7	8
60+	93	7	95	3	2	*	36	22	8	8	9
Elementary Princ.	70	30	90	6	3	1					
Secondary Princ.	90	10	92	6	1	1					
BY METRO STATUS											
Urban >150,000											
Superintendents	87	13	58	31	11	*					
Principals	60	40	65	23	8	3					
Other urban											
Superintendents	97	3	94	5	1	*					
Principals	69	31	89	5	4	2					
Suburban											
Superintendents	96	4	99	*	*	1					
Principals	70	30	93	4	1	2					
Rural											
Superintendents	96	4	98	*	*	1					
Principals	87	13	95	3	1	1					
BY COMMUNITY INCOME LEVEL											
Low											
Superintendents	96	4	95	2	2	1					
Principals	73	27	85	9	4	2					
Medium											
Superintendents	96	4	97	1	1	1					
Principals	78	22	93	3	2	2					
High											
Superintendents	96	4	99	*	0	0					
Principals	70	30	94	4	*	2					
<u>Public School Principals</u>											
Total	76	24	90	6	2	2	23	6	14	9	6
BY AGE (in years)											
Less than 30	*	*	*	*	*	*					
30-39	75	25	93	4	2	1	14	4	7	8	4
40-49	74	26	92	5	2	1	21	5	12	9	6
50-59	80	20	90	6	3	2	28	6	20	11	6
60+	69	31	78	18	*	4	34	23	13	11	8

Table 7. MARITAL STATUS

	Superintendents (Weighted)	Public Principals	Private Principals
	%	%	%
Married	94	87	60
Divorced/Separated	4	7	3
Widowed	*	1	1
Single	2	5	36
IF YOU HAVE A SPOUSE, IS YOUR SPOUSE EMPLOYED?			
Full-time	52	61	50
Not employed	18	13	15
Part-time	26	17	11
No spouse	5	10	35
WHAT KIND OF WORK DOES YOUR SPOUSE DO? YOUR CHILDREN?			
Spouse			
Manager, administrator	11	16	18
Professional, scientific	10	13	20
Teacher/professor	41	42	33
Child 1			
Manager, administrator	16	15	18
Professional, scientific	43	45	47
Teacher/professor	27	24	36
Child 2			
Manager, administrator	13	13	9
Professional, scientific	39	34	45
Teacher/professor	17	16	17

Table 8. POLITICAL MATTERS

QUESTION 56. REGARDLESS OF HOW YOU MAY VOTE, WHAT DO YOU USUALLY CONSIDER YOURSELF -- A REPUBLICAN, A DEMOCRAT, INDEPENDENT?

	Superin- tendents (weighted)	Public Principals	Private Principals	General Public/a	Teachers/b Public Private	
	%	%	%	%	%	%
Republican	36	25	37	31	32	32
Democrat	36	43	43	39	40	43
Independent	27	23	21	26	25	22

QUESTION 57. HOW WOULD YOU DESCRIBE YOUR VIEWS ON MOST POLITICAL MATTERS? GENERALLY, DO YOU THINK OF YOURSELF AS LIBERAL, MODERATE, OR CONSERVATIVE?

	Superin- tendents (weighted)	Public Principals	Private Principals	General Public/b	Teachers/c Public Private	
	%	%	%	%	%	%
Liberal	7	12	14	21	14	14
Moderate	63	61	52	38	56	57
Conservative	30	28	35	36	30	29

QUESTION 58. DID YOU VOTE IN THE LAST PRESIDENTIAL ELECTION? IF YOU VOTED, DID YOU VOTE FOR RONALD REAGAN, WALTER MONDALE, OR ANOTHER CANDIDATE?

	Superin- tendents (weighted)	Public Principals	Private Principals	General Public/d	Teachers/c Public Private	
	%	%	%	%	%	%
Ronald Reagan	69	63	58	42	55	54
Walter Mondale	25	29	27	21	35	33
Another candidate	3	5	7	--	2	3
Didn't vote	1	1	4	33	4	5
Refused to vote	1	0	0	—	1	2
Not eligible to vote	0	0	2	--	1	2
Don't recall	1	2	3	5	2	1

Source: /a Survey of 2,501 adults by Louis Harris and Associates, Inc., January-February, 1986

/b Survey conducted by CBS/New York Times January 19-23, 1986

/c Survey of 1,592 teachers conducted February 7-April 28, 1986 by the National Center for Education Information

/d Survey of 1,277 adults conducted September 15-19, 1985 by CBS/New York Times

Table 9. SALARY AND HOUSEHOLD INCOME FOR SUPERINTENDENTS, PUBLIC SCHOOL PRINCIPALS,
PRIVATE SCHOOL PRINCIPALS AND FOR SUPERINTENDENTS BY DISTRICT ENROLLMENT SIZE

QUESTION 63B. WHAT IS YOUR CURRENT ANNUAL SALARY, ONLY FROM YOUR ADMINISTRATIVE JOB? DO NOT
INCLUDE FRINGE BENEFITS. WHAT IS YOUR TOTAL HOUSEHOLD INCOME BEFORE TAXES?

	Superin- tendents	Public Principals	Private Principals	SUPERINTENDENTS BY ENROLLMENT		
				10,000+	2,500- 9,999	Less than 2,500
	%	%	%	%	%	%
SALARY						
Less than \$25,000	0	2	60	0	0	1
\$25,000-29,999	2	5	17	0	0	3
\$30,000-34,999	5	14	8	0	0	7
\$35,000-39,999	9	20	5	0	1	11
\$40,000-44,999	15	24	3	*	2	20
\$45,000-49,999	17	15	1	1	8	21
\$50,000-54,999	15	11	3	4	15	15
\$55,000-59,999	11	5	0	9	18	10
\$60,000-64,999	9	2	1	11	18	6
\$65,000-69,999	5	1	0	12	15	2
\$70,000-74,999	4	0	1	15	10	1
\$75,000 or more	7	0	1	48	12	2
HOUSEHOLD INCOME						
Less than \$25,000	0	0	27	0	0	1
\$25,000-34,999	3	5	21	0	*	3
\$35,000-44,999	9	16	19	0	*	12
\$45,000-54,999	16	22	13	*	6	21
\$55,000-64,999	19	20	8	6	14	22
\$65,000-74,999	17	14	4	10	21	17
\$75,000-84,999	15	10	2	16	21	13
\$85,000-94,999	8	6	1	21	15	4
\$95,000-104,999	5	3	1	18	9	3
\$105,000-114,999	3	1	1	9	5	2
\$115,000-124,999	1	1	1	6	2	0
\$125,000 or more	3	1	2	14	5	1

Chapter 2: Salary and Household Income

Superintendents' Salaries

Public school administrators fare quite well in the marketplace. Superintendents especially do. More than half (51 percent) of superintendents report salaries of \$50,000 or more. This compares with 21 percent of all college graduates working full-time, year-round and 4.8 percent of all workers in America who earn \$50,000 or more per year. Seven percent of superintendents, compared with 8.2 percent of full-time, year-round working college graduates and 1.6 percent of all workers, earn \$75,000 per year.

The mean earnings for persons employed full-time, year-round in executive, administrative and managerial positions in 1986 were \$26,572. Persons in the top tenth in this category earned an average of \$51,324, according to the Bureau of Labor Statistics.

Mean earnings for all persons employed full-time, year-round in 1986 was \$18,616; the top tenth earned an average of \$37,648. Persons employed full-time, year-round in professional specialty occupations earned an average of \$26,000; the top tenth earned an average of \$47,008.

Superintendents of large school districts, of those in large urban areas and in the suburbs, in communities identified as "high income" and who are older earn more than their counterparts in other types of districts.

Ninety-nine percent of superintendents who preside over districts that enroll 10,000 or more students earn \$50,000 or more. Nearly half (48 percent) of them earn \$75,000 or more.

Nearly half (49 percent) of superintendents whose districts are in inner cities with 500,000 or more inhabitants and 66 percent of those with having populations of 150,000 to 499,999 earn \$75,000 or more. Slightly more than a fifth (22 percent) of superintendents of districts located in suburban areas, compared with virtually none in rural areas and 14 percent in urban areas under 150,000 population, make \$75,000 or more.

Table 10. SALARY AND HOUSEHOLD INCOME FOR SUPERINTENDENTS BY SELECTED CHARACTERISTICS

QUESTION 63. WHAT IS YOUR CURRENT ANNUAL SALARY, ONLY FROM YOUR ADMINISTRATIVE JOB? WHAT IS YOUR TOTAL ANNUAL HOUSEHOLD INCOME BEFORE TAXES?

	By Metro Status of Community				By Community Income				By Age						
	Inner City		Subur-		Rural	Low		Medium	High	30-39		40-49		50-59	60+
	Pop. 500,000+	Pop. 150,000 to 499,999	Urban	Other		%	%			%	%	%	%		
SALARY															
Less than \$25,000	0	0	0	0	1	1	0	0	0	4	0	0	0	2	2
\$25,000-29,999	0	0	0	0	3	4	2	0	0	5	2	2	2	3	3
\$30,000-34,999	0	0	0	0	8	8	4	0	0	12	5	4	4	3	3
\$35,000-39,999	0	0	3	2	12	13	7	2	2	20	11	5	5	5	5
\$40,000-44,999	0	0	8	2	20	23	12	0	0	21	16	12	12	13	13
\$45,000-49,999	0	0	6	6	22	18	17	8	8	13	17	18	11	11	11
\$50,000-54,999	5	0	14	13	16	14	16	9	9	13	16	15	15	16	16
\$55,000-59,999	10	6	19	16	9	9	13	3	3	3	12	12	12	13	13
\$60,000-64,999	17	8	17	14	6	6	10	14	14	5	8	10	12	12	12
\$65,000-69,999	10	8	11	14	2	1	7	11	11	1	5	7	3	3	3
\$70,000-74,999	10	11	7	12	1	2	4	17	17	0	3	5	6	6	6
\$75,000 or more	49	66	14	22	0	2	8	35	35	1	5	10	11	11	11
HOUSEHOLD INCOME															
Less than \$25,000	0	0	0	0	1	1	1	0	0	4	0	0	0	3	3
\$25,000-34,999	0	0	0	1	3	4	2	0	0	4	2	3	2	2	2
\$35,000-44,999	0	0	1	0	12	12	7	0	0	18	10	6	4	4	4
\$45,000-54,999	0	0	9	5	21	21	15	5	5	22	17	15	10	10	10
\$55,000-64,999	2	6	12	10	23	18	21	6	6	19	18	22	14	14	14
\$65,000-74,999	15	8	24	15	17	21	15	18	18	10	20	14	24	24	24
\$75,000-84,999	10	11	19	23	12	11	16	26	26	15	15	14	14	14	14
\$85,000-94,999	15	17	11	14	5	5	9	6	6	5	6	9	11	11	11
\$95,000-104,999	18	28	9	12	2	4	6	7	7	0	4	7	9	9	9
\$105,000-114,999	13	3	7	9	1	2	3	10	10	2	3	4	1	1	1
\$115,000-124,999	5	6	2	3	0	1	1	5	5	0	1	1	1	1	1
\$125,000 or more	20	20	3	8	1	1	3	17	17	0	2	4	5	5	5

Table 11. SALARY AND HOUSEHOLD INCOME FOR PUBLIC SCHOOL PRINCIPALS BY SELECTED CHARACTERISTICS

QUESTION 63. WHAT IS YOUR CURRENT ANNUAL SALARY, ONLY FROM YOUR ADMINISTRATIVE JOB? WHAT IS YOUR TOTAL ANNUAL HOUSEHOLD INCOME BEFORE TAXES?																
By Metro Status of Community																
		Inner City			Other Subur-			By Sex		By Age						
		Pop. 500,000+	Pop. 150,000 to 499,999	Urban	ban	Rural	Men	Women	30-39	40-49	50-59	60+				
		%	%	%	%	%	%	%	%	%	%	%				
SALARY																
Less than \$25,000	2	3	1	0	0	4	1	5	3	2	1	2				
\$25,000-29,999	6	6	3	2	4	8	5	6	10	5	2	4				
\$30,000-34,999	16	12	5	2	7	25	14	14	27	11	9	14				
\$35,000-39,999	21	17	14	13	19	28	21	16	25	21	17	13				
\$40,000-44,999	26	23	11	36	29	22	24	25	18	28	24	33				
\$45,000-49,999	14	14	19	23	16	8	13	18	10	13	20	5				
\$50,000-54,999	9	15	29	18	14	4	12	9	5	13	13	16				
\$55,000-59,999	3	6	7	2	6	1	5	3	0	4	7	9				
\$60,000-64,999	1	4	7	2	2	0	3	2	0	2	4	4				
\$65,000-69,999	0	1	3	0	0	0	1	1	0	0	1	0				
\$70,000-74,999	0	0	0	0	0	0	0	0	0	0	0	0				
\$75,000 or more	0	0	0	0	0	0	0	0	0	0	0	0				
HOUSEHOLD INCOME																
Less than \$25,000	0	0	1	0	0	0	0	0	0	0	0	0				
\$25,000-34,999	6	6	3	2	2	10	5	6	10	4	3	3				
\$35,000-44,999	18	13	11	16	20	20	16	17	21	16	13	13				
\$45,000-54,999	21	23	11	11	22	27	24	14	22	22	21	21				
\$55,000-64,999	19	21	16	13	19	21	21	14	21	20	19	19				
\$65,000-74,999	14	15	14	13	10	13	15	13	12	14	17	17				
\$75,000-84,999	9	9	16	23	12	4	9	13	7	9	11	11				
\$85,000-94,999	6	6	14	11	8	2	5	8	2	7	8	8				
\$95,000-104,999	3	3	8	4	3	1	2	7	3	3	4	4				
\$105,000-114,999	1	1	1	2	0	0	1	2	0	1	1	1				
\$115,000-124,999	1	1	3	0	2	0	1	3	0	1	1	1				
\$125,000 or more	1	1	0	2	2	0	0	3	0	0	2	0				

Superintendents' Household Income

Given that 78 percent of superintendents' households are two-earner households in which both wage-earners are highly educated, it comes as no surprise that they have much higher-than-average incomes. More than a third (35 percent) of superintendents' households have an income of \$75,000 or more; three percent have household incomes of \$125,000 or more. This is compared with 5.5 percent of all households, 16.6 percent of those in which the householder has four or more years of college and 8.3 percent of all married-couple households that have an income of \$75,000 or more.

The median household income in 1986 was \$24,894. For households in which the householder had four or more years of college, it was \$41,677, and for superintendents' households, approximately \$67,000.

Household incomes of superintendents of high-enrollment districts, in large urban areas, the suburbs, high-income communities are higher than those in smaller districts, those in rural areas and in low-income communities.

Public School Principals' Salaries

While public school principals don't earn as much as superintendents, they fare well in comparison with their counterparts in other fields. Their average salary is about \$42,000, compared with \$26,572 for all persons employed in executive, administrative and management occupations.

The differences among principals' salaries follow the same pattern as those of superintendents. Principals who work in large inner cities generally get paid more than their counterparts in other regions. Secondary school principals tend to make more than those in elementary schools.

What School Administrators Think About Their Incomes

Despite the fact that 79 percent of superintendents and 57 percent of public school principals think their family incomes are above average -- which the data show is definitely the case -- a large majority of them do not think they are paid enough for the work they do. Sixty percent of superintendents, 75 percent of public school principals and 73 percent of principals in private schools said they are not paid enough for the work they do. When NCEI surveyed teachers February 7-April 15, 1986, 87 percent of public school teachers said they were not paid enough. Half of the workers in America think they are paid enough for the work they do.

Table 12. MEAN EARNINGS OF PERSONS WITH 4 OR MORE YEARS OF COLLEGE BY AGE, 1986

Age (in years)	<u>WORKING FULL-TIME, YEAR ROUND</u> (Numbers in thousands)					<u>TOTAL</u>	
	<u>4 or More Years of College</u>		<u>5 or More Years of College</u>		Mean Earnings	<u>4 or More Years of College</u>	
	No.	Mean Earnings	No.	% of 4+		No. With Earnings	% full-time, year-round
18-24	779	\$19,341	62	8.0	--	1,818	42.8
25-29	3,174	\$25,722	792	25.0	\$27,675	9,404	73.3
30-34	3,723	\$31,972	1,415	38.0	\$35,653		
35-39	3,571	\$37,522	1,635	45.8	\$40,904	8,279	78.2
40-44	2,906	\$39,591	1,530	52.6	\$42,722		
45-49	1,899	\$43,689	1,041	54.8	\$46,886	4,190	79.4
50-54	1,430	\$42,651	714	49.9	\$45,964		
55-59	1,105	\$43,766	540	48.9	\$44,047	2,494	75.1
60-64	767	\$43,914	395	51.5	\$46,975		
65+	263	\$43,409	139	52.8	\$49,822	689	38.2
Total	19,617	\$35,796	8,263	42.1	\$40,747	28,874	73.0

Source: U.S. Bureau of the Census

Table 13.

MEAN EARNINGS FOR ALL WORKERS: 1986 FULL-TIME,
(Regardless of full-time, part-time) YEAR-ROUND WORKERS

Age	Both Sexes	Male	Female	Both Sexes
<u>Totals Regardless of Education</u>				
18-24	\$ 7,797	\$ 8,760	\$ 6,769	\$13,620
25-34	17,669	21,303	13,245	22,319
35-44	22,630	29,440	14,606	27,954
45-54	23,523	31,135	14,134	28,540
55-64	20,985	27,188	12,327	26,941
65+	12,023	15,201	7,145	22,933
average	18,149	23,057	12,214	24,633
<u>4 Years of College</u>				
18-24	\$12,790	\$13,333	\$12,329	\$19,350
25-34	23,435	28,308	18,121	27,357
35-44	30,216	37,605	19,070	35,267
45-54	34,199	43,528	18,989	39,603
55-64	35,866	45,233	17,997	42,375
65+	21,875	25,922	10,834	36,199
average	26,512	33,376	17,623	32,194
<u>4 Years of College and More</u>				
18-24	\$12,542	\$13,107	\$12,049	\$19,341
25-34	24,689	29,438	19,111	29,095
35-44	33,510	41,109	21,545	38,450
45-54	38,352	47,496	21,864	43,243
55-64	37,311	45,158	19,662	43,827
65+	26,203	31,220	12,501	43,409
average	29,926	37,101	19,502	35,796
<u>5 Years of College and More</u>				
18-24	\$10,622	\$11,546	\$ 9,636	\$19,232
25-34	27,261	31,527	21,413	32,789
35-44	37,048	44,743	24,352	41,783
45-54	42,169	50,895	24,860	46,511
55-64	38,763	45,090	21,780	45,284
average	34,787	41,836	22,672	40,747

Source: U.S. Bureau of the Census

Table 14.

TOTAL MONEY INCOME BY EDUCATIONAL ATTAINMENT FOR PERSONS 25 YEARS AND OLDER, 1986
(Number of persons in thousands)

Income	Total persons	Total persons with 4 or more years of college/full-time, year-round	Total persons with 4 or more years of college/regardless full-time, part-time
Less than \$5,000	29,582	214	2,793
\$5,000-9,999	25,466	409	2,203
\$10,000-14,999	21,008	1,073	2,587
\$15,000-19,999	16,981	1,864	3,066
\$20,000-24,999	13,710	2,569	3,468
\$25,000-29,999	10,282	2,394	3,027
\$30,000-34,999	7,724	2,263	2,715
\$35,000-49,999	10,911	4,088	4,777
\$50,000-74,999	4,540	2,435	2,788
\$75,000+	2,348	1,538	1,761

HOUSEHOLD INCOME BY EDUCATIONAL ATTAINMENT OF HOUSEHOLDER AND MARRIED COUPLES LIVING TOGETHER, 1986
(Number in thousands)

Income	<u>Total Households</u>		<u>Householder With 4 or More Years of College</u>			<u>Married Couple Living Together</u>	
	No.	% of Total	No.	% of Income Interval	% of Total Households	No.	% of Income Interval
Less than \$5,000	6,657	7.4	341	5.1	.4	983	1.5
\$5,000-9,999	10,473	11.7	563	5.4	.6	2,634	25.2
\$10,000-14,999	9,854	11.0	909	9.2	1.0	4,283	43.5
\$15,000-19,999	9,303	10.4	1,188	12.8	1.3	4,756	51.1
\$20,000-24,999	8,617	9.6	1,377	16.0	1.5	4,999	58.0
\$25,000-29,999	7,733	8.6	1,398	18.1	1.5	5,011	64.8
\$30,000-34,999	7,078	7.9	1,618	22.8	1.8	4,917	65.5
\$35,000-39,999	6,089	6.8	1,575	25.9	1.7	4,435	72.8
\$40,000-49,999	8,667	9.7	2,616	30.2	2.9	6,875	79.3
\$50,000-74,999	10,085	11.3	4,236	42.0	4.7	8,381	83.1
\$75,000+	4,922	5.5	3,167	64.3	3.5	4,264	86.6
Median	\$24,897		\$41,677				
Mean	\$30,759		\$49,608				

Source: U.S. Bureau of the Census.

Table 15. SELECTED CHARACTERISTICS OF HOUSEHOLDS, BY TOTAL MONEY INCOME IN 1986
(Numbers in thousands. Households as of March 1987)

Characteristics:	Total	<\$25,000	\$25,000 to \$29,999	\$30,000 to \$34,999	\$35,000 to \$39,999	\$40,000 to \$49,999	\$50,000 to \$74,999	\$75,000 and over	Median Income Value	Mean Income Value
All households.....	89,479	44,904	7,078	7,733	6,089	8,667	10,085	4,922	\$29,897	\$30,759
RACE AND HISPANIC ORIGIN OF HOUSEHOLDER										
White.....	77,284	36,875	6,890	6,264	5,523	7,880	9,244	4,588	\$26,175	\$32,040
Black.....	9,922	6,942	656	620	450	566	525	163	\$15,080	\$20,232
Hispanic.....	5,418	3,449	465	366	286	352	397	103	\$18,352	\$23,173
MARITAL STATUS AND SEX OF HOUSEHOLDER										
Male householder.....	61,735	24,469	5,912	5,639	4,965	7,476	8,847	4,425	\$30,377	\$35,917
Married, wife present.....	48,573	16,631	4,705	4,626	4,197	6,524	7,910	3,981	\$32,823	\$38,742
Female householder.....	27,744	20,435	1,821	1,439	1,125	1,191	1,238	497	\$13,827	\$19,283
Married, husband present.....	2,964	1,024	306	291	238	351	471	283	\$32,217	\$38,931
AGE OF HOUSEHOLDER										
15 to 24 years.....	5,197	3,864	435	330	191	201	132	24	\$15,310	\$18,155
25 to 34 years.....	20,502	9,806	2,216	2,031	1,659	2,197	1,942	651	\$25,898	\$29,304
35 to 44 years.....	18,703	6,496	1,738	1,783	1,622	2,517	3,133	1,415	\$32,787	\$37,662
45 to 54 years.....	13,211	4,318	1,044	1,090	1,083	1,737	2,511	1,429	\$35,660	\$41,068
55 to 64 years.....	12,868	6,029	1,119	1,000	879	1,265	1,632	952	\$26,776	\$33,708
65 years and over.....	18,998	14,382	1,180	844	655	751	735	451	\$13,845	\$19,816
EDUCATIONAL ATTAINMENT OF HOUSEHOLDER										
College: 4 years or more.....	18,989	4,308	1,398	1,618	1,575	2,616	4,236	3,167	\$41,677	\$49,608

Source: U.S. Department of Labor, Bureau of Labor Statistics

Chapter 3: Attitudes About Schools

Nowhere in the National Center for Education Information's survey was there greater uniformity among all types of public school administrators across all types of school districts in all types of communities than in their attitudes about schools in America. And nowhere were there greater discrepancies between the general public and the administrators of our public schools than on the questions having to do with the way schools are doing and school-reform proposals.

Public school superintendents and principals across-the-board give public schools in this country much higher marks than does the general public, including the parents who send their children to these schools. Most public school administrators think standards in schools -- and schools generally -- have improved in the last five years. The public does not agree.

A sample of adults was asked the question, "Do you think the educational standards in our schools have improved in recent years, stayed the same, or become worse?" in a Time/Yankelovich Clancy Schulman survey in February, 1987. Nearly half (49 percent) of the adults polled responded, "Become worse", and 41 percent said they had improved. Five percent said the standards had stayed the same, and five percent stated they did not know.

When NCEI asked the same question of school administrators in fall 1987, 81 percent of superintendents and 72 percent of principals in public schools, compared with 40 percent in private schools, said standards in schools have improved in recent years. Only four percent of superintendents and eight percent of public school principals, compared with 33 percent of private school principals, said the standards in schools had gotten worse in recent years. Fourteen percent of superintendents, 18 percent of public principals and 24 percent of private principals reported the standards have stayed the same.

The 19th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools conducted in conjunction with Phi Delta Kappa, April 10-13, 1987 included the question, "Would you say that the public schools in this community have improved, from, say five years ago, gotten worse, or stayed the same?" NCEI asked this same question in its school administrator survey.

While 87 percent of superintendents and 75 percent of public school principals responded that the schools have improved, only 25 percent of the public, 33 percent of public school parents and 27 percent of private school principals said the public schools in their communities had improved in the last five years.

On grading the schools, a much higher proportion of public school administrators give schools nationally, as well as the ones in their own communities, much higher grades than does the public or do private school principals. Seventy-one percent of superintendents and 60 percent of public school principals give schools nationally an A or B. This compares with 26 percent of the public and only 15 percent of private school principals.

Clearly, the more involved people are with schools, the more highly they rate them. Ninety percent of superintendents and 88 percent of public school principals give the public schools in their own communities an A or B. Fifty-six percent of public school parents, compared with 43 percent of the public generally, 37 percent of private school principals and only 25 percent of nonpublic school parents give the public schools in their communities an A or B.

There were no significant differences in the responses of public school administrators on any of these questions by enrollment size. However, superintendents in high and medium income communities rated the schools in their own communities significantly higher than did those in areas identified as "low income" (97, 95 and 84 percents, respectively).

Superintendents in inner cities with populations of 500,000 or more tend to think of schools in less glowing terms than their colleagues in other types of communities. While still considerably higher than the general public, 78 percent of superintendents in the largest inner cities say standards have improved recently. This compares with more than 80 percent for all the other regions.

Large inner city superintendents aren't as likely to give schools nationally or in their own communities A's and B's as superintendents in other communities.

Overall, superintendents in the suburbs rate schools highest, and those in the largest inner cities rate them lowest. Nowhere is this more striking than in the grades given to schools in one's own community. Seven percent of superintendents in inner cities with populations of 500,000 or more give the public schools in their own communities an A, compared with 43 percent of superintendents in the suburbs who give their own schools an A.

It is also noteworthy that "older" superintendents and principals in public schools have less positive attitudes about schools than do their

younger counterparts. While 86 percent of superintendents and 70 percent of public school principals in their thirties say standards in schools have improved recently, 75 percent of superintendents and 56 percent of principals in their sixties say standards have improved. However, when asked if the schools in one's own community had improved in the last five years, the differences across age groups disappear -- 80 percent of superintendents and 78 percent of principals in their thirties, compared with 80 percent of superintendents and 78 percent of principals in their sixties who say their schools have improved in the last five years.

Table 16. COMPARISONS BETWEEN ATTITUDES OF SCHOOL ADMINISTRATORS AND THE PUBLIC CONCERNING SCHOOL IMPROVEMENT

QUESTION 13. DO YOU THINK THE EDUCATIONAL STANDARDS IN OUR SCHOOLS HAVE IMPROVED IN RECENT YEARS, STAYED THE SAME, OR BECOME WORSE?

	<u>School Administrators</u>			National Totals/a
	Superin- tendents (weighted)	Public Principals	Private Principals	
	%	%	%	%
Improved	81	72	40	41
Stayed the same	14	18	24	5
Become worse	4	8	33	49
Not sure	1	2	3	5

QUESTION 36. WOULD YOU SAY THAT THE PUBLIC SCHOOLS IN THIS COMMUNITY HAVE IMPROVED, FROM, SAY FIVE YEARS AGO, GOTTEN WORSE, OR STAYED ABOUT THE SAME?

					<u>General Public/b</u>			
					Public	Nonpublic		
					National	School	School	No Children
					Totals	Parents	Parents	In School
						%	%	%
Improved	87	75	27	25	33	26	21	
Gotten worse	1	4	24	22	21	23	22	
Stayed about same	10	20	39	36	36	42	36	
Not sure	2	1	10	17	10	9	21	

QUESTION 14. HOW ABOUT THE PUBLIC SCHOOLS IN THE NATION AS A WHOLE? WHAT GRADE WOULD YOU GIVE THE SCHOOLS NATIONALLY -- A,B,C,D, OR FAIL?

A + B	71	60	15	26	30	17	26
A	5	5	*	4	7	4	3
B	66	55	15	22	23	13	23
C	25	32	53	44	42	59	44
D	1	2	19	11	14	12	9
Fail	*	*	6	2	2	3	2
Don't know	3	5	8	17	12	9	19

QUESTION 15. HOW ABOUT THE PUBLIC SCHOOLS IN YOUR COMMUNITY? WHAT GRADE WOULD YOU GIVE THE PUBLIC SCHOOLS IN YOUR COMMUNITY -- A,B,C,D, OR FAIL?

A + B	90	88	37	43	56	25	39
A	32	31	5	12	19	7	9
B	58	57	32	31	37	18	30
C	8	10	34	30	30	45	29
D	1	2	17	9	9	15	9
Fail	*	*	7	4	3	8	4
Don't know	*	*	4	14	2	7	19

Source: ^{1a} TIME, Yankelovich, Clancy, Shulman survey conducted February 17-18, 1987.

^{1b} The Gallup Organization Surveyed 1,571 adults (18 years of age and older) April 10-13, 1987 for the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools.

Table 17. SUPERINTENDENTS' ATTITUDES ABOUT SCHOOL IMPROVEMENT BY DISTRICT ENROLLMENT SIZE, METRO STATUS OF COMMUNITY AND COMMUNITY INCOME LEVEL

QUESTION 13. DO YOU THINK THE EDUCATIONAL STANDARDS IN OUR SCHOOLS HAVE IMPROVED IN RECENT YEARS, STAYED THE SAME, OR BECOME WORSE?

	By Enrollment Size			By Metro Status of Community					By Community Income		
	10,000+	2,500- 9,999	Less than 2,500	Pop. 500,000+	Pop. 150,000- to 499,999	Other Urban	Subur- ban	Rural	Low	Medium	High
	%	%	%	%	%	%	%	%	%	%	%
Improved	88	83	81	78	92	82	85	82	84	82	85
Stayed the same	9	13	14	5	8	15	13	13	11	14	12
Become worse	3	4	5	14	*	3	3	5	6	3	3
Not sure	*	*	*	7	*	0	0	*	*	*	0

QUESTION 36. WOULD YOU SAY THAT THE PUBLIC SCHOOLS IN THIS COMMUNITY HAVE IMPROVED, FROM, SAY FIVE YEARS AGO, GOTTEN WORSE, OR STAYED ABOUT THE SAME?

Improved	91	90	86	78	89	90	89	88	88	86	93
Gotten worse	2	1	1	5	0	2	1	1	1	1	1
Stayed the same	7	9	11	14	11	7	10	10	10	11	4
Not sure	*	*	2	7	0	1	*	1	1	2	2

QUESTION 14. HOW ABOUT THE PUBLIC SCHOOLS IN THE NATION AS A WHOLE? WHAT GRADE WOULD YOU GIVE THE PUBLIC SCHOOLS NATIONALLY -- A,B,C,D, OR FAIL?

A + B	77	74	70	51	72	71	76	72	71	74	76
A	4	5	5	2	3	5	4	5	6	4	4
B	73	69	65	49	69	66	72	67	65	70	71
C	20	24	25	32	25	26	21	24	26	23	18
D	1	1	2	12	0	1	*	1	2	1	1
Fail	*	0	*	*	0	0	*	*	*	0	0
Don't know	3	2	3	5	3	1	3	2	2	2	4

QUESTION 15. HOW ABOUT THE PUBLIC SCHOOLS IN YOUR COMMUNITY? WHAT GRADE WOULD YOU GIVE THE PUBLIC SCHOOLS IN YOUR COMMUNITY -- A,B,C,D, OR FAIL?

A + B	94	92	91	61	86	92	96	90	84	95	97
A	34	36	32	7	25	30	43	30	21	36	69
B	60	56	59	54	6	62	53	60	63	59	28
C	5	8	8	24	14	6	4	8	14	4	2
D	1	*	*	10	0	1	*	1	3	*	0
Fail	*	*	*	2	0	0	*	*	*	*	0
Don't know	*	0	*	2	0	*	0	*	*	0	0

Table 18. ATTITUDES ABOUT SCHOOL IMPROVEMENT OF SUPERINTENDENTS AND PUBLIC SCHOOL PRINCIPALS BY AGE GROUP

QUESTION 13. DO YOU THINK THE EDUCATIONAL STANDARDS IN OUR SCHOOLS HAVE IMPROVED IN RECENT YEARS, STAYED THE SAME, OR BECOME WORSE?

	By Age (in years)			
	30-39	40-49	50-59	60+
	%	%	%	%
IMPROVED				
Superintendents	86	80	81	75
Public Principals	70	74	74	56
STAYED THE SAME				
Superintendents	10	14	14	16
Public Principals	23	18	15	16
BECOME WORSE				
Superintendents	4	5	4	9
Public Principals	5	7	10	23
NOT SURE				
Superintendents	*	1	1	3
Public Principals	2	1	1	3

QUESTION 36. WOULD YOU SAY THAT THE PUBLIC SCHOOLS IN THIS COMMUNITY HAVE IMPROVED, FROM, SAY, FIVE YEARS AGO, GOTTEN WORSE, OR STAYED ABOUT THE SAME?

IMPROVED				
Superintendents	87	88	88	80
Public Principals	78	76	72	78
GOTTEN WORSE				
Superintendents	1	1	2	2
Public Principals	3	3	4	3
STAYED THE SAME				
Superintendents	5	11	10	15
Public Principals	17	20	23	18
NOT SURE				
Superintendents	6	1	1	3
Public Principals	1	1	1	*

Chapter 4: Attitudes About Reform Proposals

Parental Choice and Vouchers

Vouchers are not a popular notion in this country either among public school administrators or the general public, although the public favors them more than the administrators. However, parents being able to send their children to the schools of their choice is a popular concept by a large majority of the overall public and about a third of the administrators.

While 71 percent of the general public, 76 percent of public school parents and 81 percent of nonpublic school parents think parents should have the right to choose which local schools their children attend, only 31 percent of superintendents and 37 percent of principals in public schools agree that parents should be allowed to send their children to the school of their choice. Ninety percent of private school principals favor parents being able to send their children to the schools they choose.

The 1987 Phi Delta Kappa/Gallup Poll asked the following question of the general public, "In some nations, the government allots a certain amount of money for each child's education. The parents can then send the child to any public, parochial, or private school they choose. This is called the voucher system. Would you like to see such an idea adopted in this country?" in its poll last April. Forty-four percent of the general public, and 49 percent of the parents of public school students and of nonpublic school parents said "Yes."

When NCEI asked school administrators the same question in fall 1987, eight percent of superintendents, 13 percent of public school principals and 84 percent of private school principals said they favored a voucher system in this country.

Asked if they thought the voucher system would help or hurt public schools in one's local community, 36 percent of the overall public, 38 percent of public school parents and 37 percent of nonpublic school parents said it would help. By comparison, 12 percent of superintendents, 11 percent of public school principals and 52 percent of private school principals said vouchers would help the local schools.

Superintendents of districts that enroll fewer than 2,500 students tend to favor parental choice and vouchers more than superintendents of the larger school districts. While not particularly favoring vouchers, superintendents in high-income districts tend to think they would help the schools in their local districts more than do superintendents in low-income areas.

Principals in public schools are slightly more disposed to choice and vouchers than are superintendents. Thirty-seven percent of public school principals, compared with 31 percent of superintendents, think parents should have a right to choose which schools their children attend. Thirteen percent of public school principals, compared with eight percent of superintendents, say they would like to see a voucher system adopted in this country. And a larger percentage of public school principals are ambivalent about vouchers than superintendents. Twelve percent of public school principals, compared with six percent of superintendents, said they did not know if they would like to see a voucher system adopted in this country.

There were no significant differences in responses to questions about choice or vouchers between principals of elementary schools and secondary schools or across types of communities in which their schools are located.

Principals of public schools in the suburbs and in rural areas, while slightly more opposed to vouchers than their urban colleagues, are less inclined to think vouchers would hurt the schools in their own communities. Seventy-five percent of public principals in inner cities with populations of 500,000 or more, 81 percent in cities with populations between 150,000 and 499,999 and 71 percent of those in "other" urban areas say vouchers would hurt the public schools in their communities. This compares with 63 percent in the suburbs and 61 percent in rural areas.

Parents' Say in the School Curriculum

On the question of whether or not parents of public school students should have more or less say regarding what courses are offered, again, wide disparity exists between the people running the public schools and the people who pay for them and send their children to them. Only 14 percent of superintendents, 13 percent of principals in public schools and 32 percent of private school principals, compared with 45 percent of the general public, 51 percent of public school parents and 65 percent of nonpublic school parents, think parents should have more say in the school curriculum.

A small percentage of each group -- between five and ten percent -- think parents ought to have less say. The real difference is in the "Right amount" category. Public school administrators weigh in heavily, saying parents have the "right amount" of say in the curriculum -- 80 percent of superintendents and 76 percent of public school principals say they do. However, the public doesn't think so. Only 37 percent of the general public, 41 percent of public

school parents and 26 percent of nonpublic school parents feel that parents of public school students have the right amount of say regarding what courses are offered in the school.

There were no significant differences across any of the subgroups of either superintendents or public school principals on this question, except in the large inner cities where administrators feel parents should have more say in the curriculum.

Table 19. COMPARISONS BETWEEN ATTITUDES OF SCHOOL ADMINISTRATORS AND THE PUBLIC CONCERNING VOUCHERS AND PARENTAL CHOICE

QUESTION 33. IN SOME NATIONS, THE GOVERNMENT ALLOTS A CERTAIN AMOUNT OF MONEY FOR EACH CHILD'S EDUCATION. THE PARENTS CAN THEN SEND THE CHILD TO ANY PUBLIC, PAROCHIAL, OR PRIVATE SCHOOL THEY CHOOSE. THIS IS CALLED THE "VOUCHER SYSTEM." WOULD YOU LIKE TO SEE SUCH AN IDEA ADOPTED IN THIS COUNTRY?

	<u>School Administrators</u>			<u>National Totals</u>	<u>General Public/a</u>		
	<u>Superintendents</u>	<u>Public Principals</u>	<u>Private Principals</u>		<u>Public School Parents</u>	<u>Nonpublic School Parents</u>	<u>No Children In School</u>
	%	%	%	%	%	%	%
Yes	8	13	84	44	49	49	42
No	86	75	9	41	40	46	42
Don't know	6	12	7	15	11	5	16

QUESTION 34. HOW ABOUT THE PUBLIC SCHOOLS IN THIS COMMUNITY? DO YOU THINK THE VOUCHER SYSTEM WOULD HELP OR HURT THE LOCAL SCHOOLS?

Help	12	11	52	36	38	37	35
Hurt	70	64	28	42	44	49	41
Don't know	18	24	20	22	18	14	24

QUESTION 35. DO YOU FEEL THAT PARENTS OF PUBLIC SCHOOL STUDENTS SHOULD HAVE MORE SAY, LESS SAY, OR DO THEY HAVE ABOUT THE RIGHT AMOUNT OF SAY REGARDING THE CURRICULUM, I.E., THE COURSES OFFERED?

More say	14	13	32	45	51	65	40
Less say	5	9	15	8	5	4	10
Right amount	80	76	38	37	41	26	37
Don't know	1	2	15	10	3	5	13

QUESTION 21A. SEVERAL PROPOSALS ARE CURRENTLY BEING ADVANCED FOR WAYS TO IMPROVE AMERICA'S EDUCATIONAL SYSTEM. PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE THAT EACH OF THE FOLLOWING WOULD IMPROVE OUR EDUCATIONAL SYSTEM.

Allow parents to send their children to the school of their choice.

Agree	31	37	90
Disagree	68	60	9
Not Sure	1	2	1

DO YOU THINK PARENTS IN THIS COMMUNITY SHOULD OR SHOULD NOT HAVE THE RIGHT TO CHOOSE WHICH LOCAL SCHOOLS THEIR CHILDREN ATTEND?

Yes	71	76	81	68
No	20	21	15	20
Don't know	9	3	4	12

Source: /a The Gallup Organization Surveyed 1,571 adults (18 years of age and older) April 10-13, 1987 for the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools.

Table 20. SUPERINTENDENTS' ATTITUDES ABOUT VOUCHERS AND PARENTAL CHOICE BY DISTRICT ENROLLMENT SIZE, METRO STATUS OF COMMUNITY, COMMUNITY INCOME LEVEL AND BY AGE GROUP

		By Enrollment Size				By Metro Status of Community				By Community Income				By Age			
		Less than				Inner City				Rural				30s			
		2,500-9,999				Pop. 500,000+ to 1,500,000				Urban				High			
		%				%				%				%			
		10,000+	9,999	2,500	Less than 2,500	10,000+	9,999	2,500	Less than 2,500	10,000+	9,999	2,500	Less than 2,500	10,000+	9,999	2,500	Less than 2,500
QUESTION 33. IN SOME NATIONS, THE GOVERNMENT ALLOTS A CERTAIN AMOUNT OF MONEY FOR EACH CHILD'S EDUCATION. THE PARENTS CAN THEN SEND THE CHILD TO ANY PUBLIC, PAROCHIAL, OR PRIVATE SCHOOL THEY CHOOSE. THIS IS CALLED THE "VOUCHER SYSTEM." WOULD YOU LIKE TO SEE SUCH AN IDEA ADOPTED IN THIS COUNTRY?																	
Yes	4	7	11			10	0			6	9	8	8	9	11	10	6
No	92	88	82			85	89			88	86	86	87	88	78	85	88
Don't know	4	5	7			5	11			5	5	6	5	3	11	6	6
QUESTION 34. HOW ABOUT THE PUBLIC SCHOOLS IN THIS COMMUNITY? DO YOU THINK THE VOUCHER SYSTEM WOULD HELP OR HURT THE LOCAL SCHOOLS?																	
Help	7	12	16			10	3			8	15	12	10	16	18	13	12
Hurt	79	72	64			83	89			79	67	69	75	68	67	68	73
Don't know	14	16	20			7	8			13	19	19	16	16	15	20	16
QUESTION 35. DO YOU FEEL THAT PARENTS OF PUBLIC SCHOOL STUDENTS SHOULD HAVE MORE SAY, LESS SAY, OR DO THEY HAVE ABOUT THE RIGHT AMOUNT OF SAY REGARDING THE CURRICULUM, I.E., THE COURSES OFFERED?																	
More say	16	15	11			17	22			19	13	12	14	19	15	13	15
Less say	4	3	7			7	0			5	4	6	7	3	6	6	4
Right amount	79	82	81			71	78			76	83	81	77	78	80	80	81
Don't know	1	*	1			5	0			0	*	1	2	0	1	1	0
QUESTION 21A. SEVERAL PROPOSALS ARE CURRENTLY BEING ADVANCED FOR WAYS TO IMPROVE AMERICA'S EDUCATIONAL SYSTEM. PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE THAT EACH OF THE FOLLOWING WOULD IMPROVE OUR EDUCATIONAL SYSTEM.																	
Allow parents to send their children to the school of their choice.																	
Agree	30	28	34			30	30			30	31	32	36	30	28	31	31
Disagree	70	71	65			70	69			23	25	23	26	23	22	67	68
Not sure	*	1	1			0	0			24	22	22	20	22	26	2	1

Table 21. PUBLIC SCHOOL PRINCIPALS' ATTITUDES ABOUT VOUCHERS AND PARENTAL CHOICE BY GRADE LEVEL AND METRO STATUS OF COMMUNITY

QUESTION 33. IN SOME NATIONS, THE GOVERNMENT ALLOTS A CERTAIN AMOUNT OF MONEY FOR EACH CHILD'S EDUCATION. THE PARENTS CAN THEN SEND THE CHILD TO ANY PUBLIC, PAROCHIAL, OR PRIVATE SCHOOL THEY CHOOSE. THIS IS CALLED THE "VOUCHER SYSTEM." WOULD YOU LIKE TO SEE SUCH AN IDEA ADOPTED IN THIS COUNTRY?

	By Metropolitan Status						
	Secondary	Elementary	Inner City Pop. 500,000+	Pop. 150,000 to 499,999	Other Urban	Subur- ban	Rural
	%	%	%	%	%	%	%
Yes	14	14	20	16	13	13	13
No	75	73	72	77	75	76	73
Don't know	10	13	8	7	12	11	13

QUESTION 34. HOW ABOUT THE PUBLIC SCHOOLS IN THIS COMMUNITY? DO YOU THINK THE VOUCHER SYSTEM WOULD HELP OR HURT THE LOCAL SCHOOLS?

Help	11	11	12	7	8	12	12
Hurt	65	64	75	81	71	63	61
Don't know	24	25	13	12	21	25	27

QUESTION 35. DO YOU FEEL THE PARENTS OF PUBLIC SCHOOL STUDENTS SHOULD HAVE MORE SAY, LESS SAY, OR DO THEY HAVE ABOUT THE RIGHT AMOUNT OF SAY REGARDING THE CURRICULUM, I.E. THE COURSES OFFERED?

More say	14	13	26	11	13	7	15
Less say	10	10	14	5	13	8	9
Right amount	74	75	58	84	71	83	74
Don't know	2	2	1	0	3	3	2

QUESTION 21A. SEVERAL PROPOSALS ARE CURRENTLY BEING ADVANCED FOR WAYS TO IMPROVE AMERICA'S EDUCATIONAL SYSTEM. PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE THAT EACH OF THE FOLLOWING WOULD IMPROVE OUR EDUCATIONAL SYSTEM.

Allow parents to send their children to the school of their choice.

Agree	36	39	42	40	39	36	38
Disagree	63	69	58	58	61	61	60
Not sure	1	2	0	2	0	3	2

Chapter 5: Attitudes About Sex Education and Busing

Busing of School Children to Achieve Racial Balance?

When Louis Harris and Associates asked 1,280 adults between November 26 and December 2, 1986, "Do you favor or oppose busing of school children to achieve racial balance?" 41 percent said, "Favor" and 53 percent said "Oppose." Six percent were not sure. When Harris asked the same question a decade earlier, in March 1976, the responses were, "Favor" - 14 percent; "Oppose" - 78 percent; and "Not sure" - eight percent.

When NCEI asked that same question in its survey of school administrators in fall 1987, only 16 percent of superintendents, 20 percent of public school principals and 18 percent of principals in private schools said they favored busing of school children to achieve racial balance.

When analyzed by enrollment size of districts, metro status of communities and income level of communities, significant differences on the busing issue showed up in each of these categories. However, no appreciable differences showed up across age groups. Younger principals and superintendents are just as inclined to be opposed to busing as their older counterparts. There are also no significant differences between elementary and secondary principals on the busing issue.

Superintendents and principals in large districts favor busing of children to achieve racial balance more than those from small districts. For example, 31 percent of superintendents in districts that enroll 10,000 or more students favor busing. This compares with 20 percent in districts that enroll between 2,500 and 9,999 and 14 percent in districts that enroll 2,500 or fewer students.

By metro status of community, both superintendents and public school principals in inner cities favor busing more than administrators in smaller urban areas, who, in turn, favor it more than administrators in suburban districts. Superintendents in rural districts are the most opposed to busing of school children to achieve racial balance.

There is also an inverse correlation between income level of community and opposition to busing. While half of the superintendents in high-income

communities oppose busing and 32 percent favor it, 64 percent of those in both medium- and low-income communities oppose busing. Only 19 percent of superintendents in low-income areas and 20 percent in middle-income communities favor busing of school children to achieve racial balance.

NCEI also analyzed the responses to the busing question by race of school administrators. Since school administrators are overwhelmingly white, the sample of non-white administrators in the survey are small. However, of the 40 black superintendents who responded to this question, 23 (58 percent) favored busing, nine (22 percent) said they were opposed, and eight percent were not sure. Of white superintendents who responded, 19 percent said they were in favor of busing to achieve racial balance, 65 percent were opposed, and 16 percent not sure. An analysis of both black principals and of white principals turned up the same percentages who favor and oppose busing.

Sex Education in Grades 4 through 8?

The public and parents who send their children to public schools and the administrators who run the schools are also on opposite sides of the sex education issues. While a little more than half (55 percent) of the general public, 60 percent of public school parents and 69 percent of nonpublic school parents feel the public elementary schools in their communities should teach sex education in grades 4 through 8, 86 percent of superintendents, 84 percent of principals in public schools and 69 percent of private school principals feel elementary schools in their communities should teach sex education in grades 4 through 8).

Sex Education in High Schools?

There is more agreement between school administrators and the public on teaching sex education in high schools. Seventy-six percent of the general public, 82 percent of public school parents, 81 percent of nonpublic school parents and 73 percent of those polled by Gallup who had no children in school said public high schools should include sex education in their instructional programs. Ninety-two percent of superintendents and of public principals, compared with 76 percent of private principals agreed high schools should include sex education.

Administrators in large inner cities, from high income communities and those who are younger tend to favor sex education both in the elementary grades and in high school, more than their counterparts in the suburbs and in rural areas, low- and middle-income areas and administrators who are in their sixties.

There were no significant differences between elementary and secondary principals on the sex education questions.

Table 22. COMPARISON BETWEEN ATTITUDES OF SCHOOL ADMINISTRATORS AND THE PUBLIC ABOUT SEX EDUCATION AND BUSING

QUESTION 30. DO YOU FEEL PUBLIC HIGH SCHOOLS SHOULD OR SHOULD NOT INCLUDE SEX EDUCATION IN THEIR INSTRUCTIONAL PROGRAM?

	School Administrators			General Public			
	Superin- tendents	Public Principals	Private Principals	National Totals	Public School Parents	Nonpublic School Parents	No Children In School
	%	%	%	%	%	%	%
Should	92	92	76	76/a	82	81	73
Should not	5	5	22	16	14	18	16
Don't know	3	3	3	8	4	1	8

QUESTION 31. DO YOU FEEL THE PUBLIC ELEMENTARY SCHOOLS IN THIS COMMUNITY SHOULD OR SHOULD NOT TEACH SEX EDUCATION IN GRADES 4 THROUGH 8?

Should	86	84	69	55/a	60	69	52
Should not	10	10	25	37	35	29	38
Don't know	4	6	7	8	5	2	10

QUESTION 32. DO YOU FAVOR OR OPPOSE BUSING OF SCHOOL CHILDREN TO ACHIEVE RACIAL BALANCE?

Favor	16	20	18	41/b
Oppose	66	61	66	53
Not sure	18	18	18	6

Source: /a The Gallup Organization surveyed 1,571 adults (18 years of age and older) April 10-13, 1987 for the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools

/b Survey of 1,250 adults conducted by Louis Harris and Associates, Nov. 26-Dec. 2, 1986

Table 24. PUBLIC SCHOOL PRINCIPALS' ATTITUDES ABOUT SEX EDUCATION AND BUSING BY GRADE LEVELS, AGE, AND METRO STATUS OF COMMUNITY

QUESTION 30. DO YOU FEEL PUBLIC HIGH SCHOOLS SHOULD OR SHOULD NOT INCLUDE SEX EDUCATION IN THEIR INSTRUCTIONAL PROGRAM?

	Principals		By Age				By Metro Status in Community				
	Elem.	Sec.	30s	40s	50s	60s	Inner City		Other	Subur-	Rural
							Pop.	Pop. 150,000			
	%	%	%	%	%	%	500,000+	to 499,999	Urban	ban	%
Should	92	91	93	94	90	94	97	NA	91	94	91
Should not	5	6	4	4	7	5	3	NA	5	4	6
Don't know	3	3	2	2	3	*	*	NA	3	2	3

QUESTION 31. DO YOU FEEL THE PUBLIC ELEMENTARY SCHOOLS IN THIS COMMUNITY SHOULD OR SHOULD NOT TEACH SEX EDUCATION IN GRADES 4 THROUGH 8?

Should	83	85	89	85	82	74	90	90	86	85	82
Should not	11	10	8	9	12	13	6	5	11	9	12
Don't know	6	5	3	6	6	13	4	5	3	6	6

QUESTION 32. DO YOU FAVOR OR OPPOSE BUSING OF SCHOOL CHILDREN TO ACHIEVE RACIAL BALANCE?

Favor	21	17	24	20	18	20	36	42	30	17	16
Oppose	61	66	58	60	66	62	49	45	54	64	66
Not sure	18	17	8	20	16	18	15	12	16	21	19

Chapter 6: Attitudes About Governments

NCEI asked school administrators in its survey several questions concerning the United States -- how our country compares with others in some critical areas, whether or not we are getting our money's worth from federal, state and local governments, and which level of government does the best job of dealing with society's problems. The analyses of administrators' responses, compared with those of the public at large, follow.

How the U.S. Compares with Other Western Countries

The Gallup Organization conducted an extensive survey of the American electorate in summer 1987 for Times Mirror. Among the questions asked was, "Now let's compare the U. S. to Japan, Great Britain, West Germany and other major western countries in the world on a number of factors. Would you say today that the United States is very strong, strong, weak or very weak compared with other countries in the following areas: a.) Our system of public education; b.) Production of quality products; c.) Technical innovation; and d.) Overall standard of living." NCEI asked this question of school administrators.

School administrators and the public differed only slightly in their assessments of how the United States compares in all areas, except for "our system of public education." As in similar questions in our survey, school administrators think much more highly of our schools than does the public in general.

Not even half (48 percent) of the public responded that our system of public education is strong in comparison to other western countries. However, 85 percent of superintendents and 67 percent of principals in public schools said so. Only 39 percent of private school principals indicated that our system of public education is strong compared to other western countries.

Value for Tax Dollars Spent on Education

Public school administrators think they get a much better value for their tax dollars spent on public education than does the general public. However, the public thinks it gets a better value for tax dollars spent on social welfare programs and the courts than do the school administrators.

Fewer than half (46 percent) of the adults polled by the Roper Organization in March 1986 said they felt they were getting an excellent or good value for their tax dollars spent on public schools. More than three-fourths (77 percent) of superintendents and 67 percent of public school principals, compared with only 19 percent of private school principals, in the NCEI survey responded they felt they were getting an excellent or good value for the dollar spent on public schools.

The Federal Government's Power and Influence

Even though public school administrators feel they are getting a good return on tax dollars invested in public schools, they are not enchanted with how the federal government deals with the problems it faces and want less federal involvement in education.

When asked the question, "Which level of government -- federal, state or local -- does the best job of dealing with the problems it faces?", only two percent of superintendents, five percent of public school principals and six percent of private school principals -- compared with 23 percent of the general public -- said the federal government does the best job of dealing with the problems it faces. Local governments got the most votes from all groups surveyed. There were no appreciable differences among the subgroups of school administrators on this question.

When asked about whether or not they would like to see each of the three levels of government have more or less influence on improving the local public schools, fewer than ten percent of the public school superintendents and principals, compared with more than a third of the general public, said they wanted the federal government in Washington to have more influence on local schools.

As a matter of fact, more than half of school administrators (56 percent of both superintendents and principals in public schools and 51 percent of private school principals) want less influence on schools from the federal government in Washington.

When responses to this question were analyzed by size of district and community types, differences among school administrators did show up. Superintendents from large inner cities say they would like to see more federal influence than do their counterparts in other regions -- 22 percent of those in inner cities with populations of 500,000 or more, compared with eight percent in the suburbs and in rural areas, say they would like to see the federal government in Washington have more influence on improving local public schools.

When the responses are analyzed by income level of community, the percentages of superintendents who said they would like to see less federal

government influence on local schools are: low income, 56 percent; medium income, 55 percent; and high income, 47 percent.

On the issue concerning the extent to which the federal government should be involved in "helping people receive an affordable education", the general public expresses stronger interest than do the school administrators. More than two-thirds (67 percent) of the public -- compared with 14 percent of superintendents, 23 percent of public school principals and 22 percent of private school principals -- responded that the federal government should be very involved in helping people receive an affordable education. "Somewhat involved" was selected by 70 percent of superintendents, 65 percent of public school principals, 64 percent of private school principals and 30 percent of the general public.

Again, superintendents in the large inner cities want the federal government to be "very involved" more than do superintendents in other types of communities.

School administrators are slightly more inclined than the overall public to view the federal government as having too much power -- 39 percent of superintendents, 33 percent of public principals, 37 percent of private principals and 28 percent of the general public say the federal government has too much power.

Table 25. ATTITUDES OF SCHOOL ADMINISTRATORS AND THE PUBLIC REGARDING HOW THE UNITED STATES COMPARES WITH OTHER WESTERN COUNTRIES

QUESTION 17. NOW LET'S COMPARE THE U.S. TO JAPAN, GREAT BRITAIN, WEST GERMANY, AND OTHER MAJOR WESTERN COUNTRIES IN THE WORLD ON A NUMBER OF FACTORS. WOULD YOU SAY TODAY THAT THE UNITED STATES IS VERY STRONG, STRONG, WEAK, OR VERY WEAK COMPARED TO OTHER COUNTRIES IN THE FOLLOWING AREAS?

	Superin- tendents (weighted)	Public Principals	Private Principals	National Totals/a
	%	%	%	%
OUR SYSTEM OF PUBLIC EDUCATION				
Strong	85	67	39	48
Weak	11	18	55	47
Not sure	4	4	6	5
PRODUCTION OF QUALITY PRODUCTS				
Strong	64	56	37	56
Weak	33	38	56	41
Not sure	4	5	6	3
TECHNICAL INNOVATION				
Strong	78	73	62	70
Weak	18	22	31	23
Not sure	4	2	7	7
OVERALL STANDARD OF LIVING				
Strong	96	94	89	86
Weak	1	2	8	11
Not sure	2	2	4	3

Source: /a Times Mirror Study of the American Electorate conducted by the Gallup Organization. Face-to-face personal interviews were conducted among a nationally representative sample of 4,244 adults Apr. 25-May 10, 1987.

Table 26. SUPERINTENDENTS' ATTITUDES ABOUT HOW THE UNITED STATES COMPARE WITH OTHER COUNTRIES BY ENROLLMENT SIZE, METRO STATUS OF COMMUNITY, BY COMMUNITY INCOME, AND BY AGE

	By Enrollment Size				By Metro Status of Community				By Community Income				By Age (in years)				
	Less than 2,500				Inner City				Rural								
	10,000+	9,999	2,500	Pop. 500,000+	Pop. 150,000	Other	Suburban	Urban	High	Medium	Low	Pop. 499,999	30-39	40-49	50-59	60+	
OUR SYSTEM OF PUBLIC EDUCATION																	
Strong	89	90	84	63	94	89	89	87	92	89	82	89	84	86	89	84	
Weak	10	8	12	36	6	9	8	10	5	8	15	8	12	11	8	14	
Not sure	1	3	5	0	0	1	4	4	2	3	3	3	3	4	3	2	
PRODUCTION OF QUALITY PRODUCTS																	
Strong	66	64	63	44	75	62	66	65	71	65	63	65	68	63	66	60	
Weak	31	33	33	56	25	36	31	32	27	32	36	32	27	34	31	37	
Not sure	2	3	4	0	0	2	4	3	1	3	2	3	4	3	3	3	
TECHNICAL INNOVATION																	
Strong	82	81	86	83	86	79	82	77	80	80	79	80	72	78	82	79	
Weak	17	16	19	17	14	19	15	18	19	17	19	17	25	18	15	16	
Not sure	1	3	5	0	0	2	4	4	1	3	3	3	2	3	3	4	
OVERALL STANDARD OF LIVING																	
Strong	96	98	97	93	97	97	97	96	99	97	97	97	95	96	98	97	
Weak	1	1	2	7	3	2	1	1	0	1	2	1	4	1	1	0	
Not sure	1	1	3	0	0	0	3	2	1	2	2	2	1	2	1	2	

Table 27. COMPARISONS BETWEEN ATTITUDES OF SCHOOL ADMINISTRATORS AND THE PUBLIC CONCERNING GOVERNMENTS

QUESTION 27. HERE IS A LIST OF SOME DIFFERENT SERVICES THAT THE GOVERNMENT PROVIDES, USING TAX DOLLARS IT COLLECTS FROM THE PUBLIC. THINKING OF WHAT YOU GET FOR WHAT YOU PAY IN TAXES, WOULD YOU READ DOWN THE LIST AND FOR EACH ONE TELL WHETHER YOU FEEL YOU GET EXCELLENCE VALUE, FOR THE DOLLAR, OR GOOD VALUE, OR FAIR VALUE FOR THE DOLLAR, OR POOR VALUE FOR THE DOLLAR?

	Superin- tendents (weighted)	Public Principals	Private Principals	National Totals/a
	%	%	%	%
THE COURTS				
Excellent/Good	25	23	22	30
Fair/Poor	75	74	73	70
PUBLIC SCHOOLS				
Excellent/Good	77	67	19	46
Fair/Poor	23	33	79	54
SOCIAL WELFARE PROGRAMS				
Excellent/Good	14	15	8	25
Fair/Poor	85	84	86	75
QUESTION 28. WHICH LEVEL OF GOVERNMENT -- FEDERAL, STATE, OR LOCAL -- DOES THE BEST JOB OF DEALING WITH THE PROBLEMS IT FACES?				
Federal government	2	5	6	23/b
State government	20	28	29	35
Local government	79	67	67	41
QUESTION 18. WOULD YOU LIKE THE FEDERAL GOVERNMENT IN WASHINGTON TO HAVE MORE INFLUENCE, LESS INFLUENCE, OR ABOUT THE SAME AMOUNT OF INFLUENCE, ON IMPROVING THE LOCAL PUBLIC SCHOOLS? HOW ABOUT THE STATE GOVERNMENT? HOW ABOUT THE LOCAL GOVERNMENT?				
FEDERAL GOVERNMENT				
More influence	9	10	13	37/c
Less influence	56	56	51	39
STATE GOVERNMENT				
More influence	20	22	22	55
Less influence	49	43	42	21
LOCAL GOVERNMENT				
More influence	50	48	45	62
Less influence	14	17	22	15

Sources: /a Survey by the Roper Organization, Mar. 15-22, 1986

/b Survey by CBS News/*New York Times*, Jan. 19-23, 1986

/c The Gallup Organization surveyed 1,571 adults (18 years of age and older) April 10-13, 1987 for the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools.

Table 28. SUPERINTENDENTS' ATTITUDES ABOUT GOVERNMENT BY DISTRICT ENROLLMENT SIZE, METRO STATUS OF COMMUNITY AND COMMUNITY INCOME LEVEL

QUESTION 27. HERE IS A LIST OF SOME DIFFERENT SERVICES THAT THE GOVERNMENT PROVIDES, USING TAX DOLLARS IT COLLECTS FROM THE PUBLIC. THINKING OF WHAT YOU GET FOR WHAT YOU PAY IN TAXES, WOULD YOU READ DOWN THE LIST AND FOR EACH ONE TELL WHETHER YOU FEEL YOU GET EXCELLENCE VALUE, FOR THE DOLLAR, OR GOOD VALUE, OR FAIR VALUE FOR THE DOLLAR, OR POOR VALUE FOR THE DOLLAR?

	By Enrollment Size			By Metro Status of Community				By Community Income			
	10,000+	2,500 9,999	Less than 2,500	Pop. 500,000+	Inner City Pop. to 499,999	Other Urban	Subur- ban	Rural	Low	Medium	High
	%	%	%	%	%	%	%	%	%	%	%
THE COURTS											
Excellent/Good	34	33	22	14	28	34	34	24	22	30	42
Fair/Poor	65	67	77	83	72	65	65	75	78	69	58
PUBLIC SCHOOLS											
Excellent/Good	85	83	74	68	91	81	86	76	74	82	89
Fair/Poor	15	18	26	32	8	18	14	24	27	18	10
SOCIAL WELFARE PROGRAMS											
Excellent/Good	24	18	12	20	33	19	19	14	18	16	21
Fair/Poor	75	82	87	78	66	79	79	85	82	82	73

QUESTION 28. WHICH LEVEL OF GOVERNMENT -- FEDERAL, STATE, OR LOCAL -- DOES THE BEST JOB OF DEALING WITH THE PROBLEMS IT FACES?

Federal government	3	2	2	2	3	4	2	1	3	2	2
State government	18	20	20	25	14	17	16	22	25	18	9
Local government	80	79	79	72	83	79	82	77	74	81	89

QUESTION 18. WOULD YOU LIKE THE FEDERAL GOVERNMENT IN WASHINGTON TO HAVE MORE INFLUENCE, LESS INFLUENCE, OR ABOUT THE SAME AMOUNT OF INFLUENCE, ON IMPROVING THE LOCAL PUBLIC SCHOOLS? HOW ABOUT THE STATE GOVERNMENT? HOW ABOUT THE LOCAL GOVERNMENT?

FEDERAL GOVERNMENT											
More influence	12	9	9	22	19	12	8	8	10	9	11
Less influence	48	54	57	43	39	45	50	58	56	53	43
STATE GOVERNMENT											
More influence	16	21	20	27	19	26	14	21	22	18	11
Less influence	59	48	48	51	56	46	59	47	48	51	65
LOCAL GOVERNMENT											
More influence	53	51	50	39	53	49	51	53	52	50	49
Less influence	14	14	14	36	14	19	12	13	15	14	12

Table 29. POWER AND INFLUENCE OF GOVERNMENTS

QUESTION 26. WHICH ONE OF THESE STATEMENTS COMES CLOSEST TO YOUR VIEWS ABOUT GOVERNMENT POWER TODAY?

	Superin- tendents (weighted)	Public Principals	Private Principals	National Totals/a
	%	%	%	%
Federal government has too much power.....	39	33	37	28
Federal government is using about the right amount of power for meeting today's needs.....	35	32	25	24
Federal government should use its powers more vigorously to promote the well-being of all segments of people.....	27	34	39	41

QUESTION 29. SHOULD THE FEDERAL GOVERNMENT BE VERY INVOLVED, ONLY SOMEWHAT INVOLVED, OR NOT INVOLVED AT ALL IN HELPING PEOPLE RECEIVE AN AFFORDABLE EDUCATION?

Very involved	14	23	22	67/b
Somewhat involved	70	65	64	30
Not involved at all	14	10	12	NA
Not sure	2	2	3	3

QUESTION 19. IN MOST CASES, THE STATE SETS THE MINIMUM EDUCATION STANDARDS IN THE LOCAL PUBLIC SCHOOLS. WHO DO YOU THINK SHOULD CHECK TO DETERMINE HOW WELL THE LOCAL SCHOOLS ARE CONFORMING TO THESE STANDARDS: THE STATES OR THE LOCAL SCHOOLS THEMSELVES?

States	24	21	19	47/c
Local schools	20	22	22	29
Both	56	56	55	15
Don't know	0	1	4	9

Sources: /a Survey by Gallup Organization for the Advisory Commission on Intergovernmental Relations, May 17-18, 1986

/b Survey by TIME, Yankelovich, Clancy, Shulman survey conducted Feb. 17-18, 1987.

/c The Gallup Organization Surveyed 1,571 adults (18 years of age and older) April 10-13, 1987 for the Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools

Table 30. SUPERINTENDENTS' ATTITUDES ABOUT POWER AND INFLUENCE OF GOVERNMENT BY ENROLLMENT SIZE, METRO STATUS OF COMMUNITY, BY COMMUNITY INCOME AND BY AGE

QUESTION 26. WHICH ONE OF THESE STATEMENTS COMES CLOSEST TO YOUR VIEWS ABOUT GOVERNMENT POWER TODAY?

	By Enrollment Size				By Metro Status of Community				By Community Income				By Age (in years)			
	Less than 2,500				Other Suburban				Rural				30-39			
	10,000+	9,999	2,500	Pop. 500,000+	Pop. 499,999	Urban	ban	Low	Medium	High	30-39	40-49	50-59	60+		
Federal government has too much power.....	31	36	41	20	19	30	33	42	39	36	27	39	35	37	38	
Federal government is using about the right amount of power for meeting today's needs.....	37	38	34	24	40	36	39	34	34	37	37	34	37	37	32	
Federal government should use its powers more vigorously to promote the well-being of all segments of people.	32	26	26	56	41	34	28	24	27	27	35	27	29	27	30	

QUESTION 29. SHOULD THE FEDERAL GOVERNMENT BE VERY INVOLVED, ONLY SOMEWHAT INVOLVED, OR NOT INVOLVED AT ALL IN HELPING PEOPLE RECEIVE AN AFFORDABLE EDUCATION?

Very involved	18	14	13	49	28	17	13	13	20	12	15
Somewhat involved	70	71	70	41	69	67	75	70	67	20	72
Not involved at all	12	13	15	10	3	13	12	15	12	14	12
Not sure	0	2	2	0	0	2	1	2	2	1	0

QUESTION 19. IN MOST CASES, THE STATE SETS THE MINIMUM EDUCATION STANDARDS IN THE LOCAL PUBLIC SCHOOLS. WHO DO YOU THINK SHOULD CHECK TO DETERMINE HOW WELL THE LOCAL SCHOOLS ARE CONFORMING TO THESE STANDARDS: THE STATES OR THE LOCAL SCHOOLS THEMSELVES?

States	20	22	25	15	22	20	18	26	26	22	14
Local schools	22	19	20	27	30	15	24	19	21	20	26
Both	58	59	55	58	47	64	58	56	54	59	59
Don't know	0	0	0	0	0	0	0	0	0	0	0

Chapter 7: Teachers

As with schools in general, public school administrators give teachers very high marks, and nearly half of them think the quality of people coming into teaching today is better than it was five years ago.

Eighty-nine percent of superintendents, 90 percent of public school principals and 64 percent of public school parents give the teachers in the public schools in their communities an A or B. This compares with 49 percent of the general public, 44 percent of nonpublic school parents, 44 percent of adults who have no children in school and 45 percent of private school principals who give public school teachers in their communities an A or B.

Nearly half of both superintendents and public school principals (48 and 45 percents, respectively) say the quality of people coming into teaching today is better than it was five years ago. Eleven percent of superintendents and 13 percent of public school principals think the quality of people coming into teaching is worse than it was five years ago.

When analyzed by community type, significant differences show up among public school administrators in their ratings of teachers. Administrators in large inner cities are not so inclined to give their teachers A's and B's. Inner-city school administrators are also less impressed with the quality of people coming into teaching today.

Administrators in the suburbs clearly rank their teachers highest, and greater proportions of them think people coming into teaching today are better than five years ago.

While 95 percent of superintendents in the suburbs give the public school teachers in their communities an A or B, 59 percent of superintendents in inner cities with populations of 500,000 or more and 77 percent of those in cities whose populations are between 150,000 and 499,999 give the teachers in their communities an A or B. Only 27 percent of the superintendents in the largest inner cities, compared with 56 percent of those in the suburbs, say the quality of people coming into teaching today are better than five years ago.

By age group, superintendents and principals in their fifties are the most impressed with improved quality of incoming teachers than administrators in any other age group. More than half (54 percent) of superintendents and 49 percent of public school principals in their fifties, compared with 41 percent of superintendents and 40 percent of public school principals in their thirties, said the quality of people coming into teaching today is better.

A greater proportion of elementary school principals than secondary principals think the quality of incoming teachers has improved -- 46 percent and 39 percent, respectively.

What Would Make Teaching a More True Profession?

School administrators are very much in favor of several proposals for ways to make teaching a more true profession, including giving them greater participation in decision-making, particularly at the school-building level. Eighty percent of superintendents, 87 percent of principals in public schools and 92 percent of private school principals agree that giving teachers greater participation in decision-making at the school building level would make teaching a more true profession.

Smaller percentages, yet still a significant majority, of all groups of administrators surveyed think giving teachers greater participation in decision-making at the district level would enhance teaching as a profession -- 63 percent of superintendents, 79 percent of public principals and 81 percent of private principals said so.

NCEI's survey of public and private school teachers conducted February 7 - April 15, 1986, asked teachers how they felt about some proposals for making teaching a true profession. Those same items were included in this survey of school administrators.

Administrators, across-the-board, favor paying teachers based on job performance in addition to seniority and level of education -- 83 percent of superintendents, 79 percent of public principals and 80 percent of private principals favor the notion. Back in spring 1986, 69 percent of public school teachers and 82 percent of private teachers favored paying teachers based on job performance.

The proposal the greatest proportion of all administrators felt would make teaching a more true profession was, "Have upward mobility within the ranks of teaching." It was also #1 for teachers in 1986. Eighty-seven percent of superintendents, 88 percent of public school principals and 80 percent of private principals agreed having upward mobility within the ranks of teaching would enhance it as a profession. In 1986, 80 percent of public teachers and 84 percent of teachers in private schools agreed the reform would make teaching a more true profession.

Introducing a proficiency exam for entry into teaching similar to the BAR Exam for lawyers or the CPA Exam for accountants was favored by 72 percent of superintendents, 71 percent of public principals and 69 percent of private principals in our administrator survey. This proposal was perceived as a way to enhance teaching as a profession by 59 percent of teachers in public schools and 65 percent in private schools in our 1986 teacher survey.

A Contradiction

It must be noted that, while school administrators overwhelmingly agree that giving teachers greater participation in decision-making both at the district and at the school-building levels would make teaching a more true profession, on another question that included "Give teachers authority in the running of schools" as one of the proposals for ways to improve America's educational system, they are considerably more sanguine.

Only 22 percent of superintendents, 35 percent of public principals and 50 percent of private school principals agreed that giving teachers authority in the running of schools would be a way to improve our educational system.

Superintendents in large districts and those in large inner cities are slightly more inclined to agree that giving teachers more authority in the running of schools would improve schools than are their counterparts in rural areas and in districts that enroll fewer than 2,500 students. Superintendents of small districts and in rural areas also were less inclined to agree that giving teachers greater authority in decision-making at either the district or the building level would make teaching a more true profession. It should be noted that three-fourths of the superintendents in this country are in districts that enroll fewer than 2,500 students and 69 percent of them are in rural districts.

Principals of public schools line up pretty much by subgroups the way superintendents do, with inner-city principals slightly more in favor of teachers having authority in the running of schools than in other types of communities. There were no significant differences between elementary and secondary principals on this issue.

How People With at Least a Bachelor's Degree But No Education Courses Should Be Brought Into Teaching

Much has been made recently of alternatives to the traditional teacher education program route for certifying teachers, especially for people who already have a degree in some field other than education. We asked school administrators to choose from among eight alternatives the one they felt most clearly represents their opinion about hiring non-teacher education graduates to teach.

About eight out of ten school administrators in this country favor some means of bringing college graduates with no education courses into teaching without making them go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers. Only 18 percent of superintendents, 23 percent of public principals and 12 percent of principals in private schools said they should go back to college and complete a traditional teacher education program and get fully certified before being hired as teachers.

As with every other item in the NCEI administrator survey, there was amazing similarity in the responses of superintendents and public school principals. On what the alternative routes for entry into teaching should be, the most popular was, "They should go through a one-year, paid internship that combines college coursework and on-site training in a school before being hired." -- 33 percent of superintendents and 39 percent of public principals checked this alternative.

The second most frequently chosen alternative was, "They should be given an opportunity to teach, and if they demonstrate they know the subject matter and can teach effectively, they should be hired." -- the choice of 22 percent of superintendents, 18 percent of public principals and 34 percent of private school principals.

Significant differences on this issue showed up among school administrators by size of district and metro status of community. Superintendents in large districts and in large inner cities favor alternatives for certifying teachers much more than their counterparts in small districts and those in rural areas.

While only eight percent of superintendents in districts that enroll 10,000 or more students and 13 percent in those that enroll between 2,500 and 9,999 said already degreed adults should go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers, 21 percent of those in districts that enroll fewer than 2,500 students selected this option.

By metro status, only two percent of superintendents in inner cities with populations of 500,000 or more said already educated adults should have to go back and complete a teacher education program before being hired as teachers, 19 percent of those in rural areas said they should.

The favored alternative of large inner-city superintendents is a one-year paid internship (48 percent). Their second choice was giving adults who already have at least one college degree an opportunity to teach and hiring them if they demonstrate they know their subject matter and can teach (25 percent). Actually, 25 percent of superintendents in rural districts chose the latter alternative, and 32 percent chose the paid internship option.

Table 31. ATTITUDES OF SCHOOL ADMINISTRATORS AND THE PUBLIC REGARDING TEACHERS

QUESTION 16. WHAT GRADE WOULD YOU GIVE THE TEACHERS IN THE PUBLIC SCHOOLS IN YOUR COMMUNITY --
A,B,C,D, OR FAIL?

	Superin- tendents (Weighted)	Public Principals	Private Principals	National Totals	General Public/a		
					Public School Parents	Nonpublic School Parents	No Children In School
	%	%	%	%	%	%	%
A + B	89	90	45	49	64	44	44
A	29	30	4	15	24	12	12
B	60	60	41	34	40	32	32
C	10	9	35	25	25	31	25
D	1	1	4	6	7	9	5
Fail	0	0	1	3	2	5	3
Don't know	*	*	15	17	2	11	23

QUESTION 37. WHAT ABOUT TEACHERS? WOULD YOU SAY THAT THE QUALITY OF PEOPLE COMING INTO
TEACHING TODAY IS BETTER, FROM SAY, FIVE YEARS AGO, WORSE, OR ABOUT THE SAME?

	Superin- tendents (Weighted)	Public Principals	Private Principals
	%	%	%
Better	48	45	16
Worse	11	13	28
About the same	39	40	47
Don't know	1	2	9

Source: /c The Gallup Organization Surveyed 1,571 adults (18 years of age and older)
April 10-13, 1987 for the Phi Delta Kappa/Gallup Poll of the Public's Attitudes
Toward the Public Schools

Table 32. ATTITUDES OF SUPERINTENDENTS AND PUBLIC SCHOOL PRINCIPALS REGARDING QUALITY OF INCOMING TEACHERS

QUESTION 37. WHAT ABOUT TEACHERS? WOULD YOU SAY THAT THE QUALITY OF PEOPLE COMING INTO TEACHING TODAY IS BETTER, FROM SAY, FIVE YEARS AGO, WORSE, OR ABOUT THE SAME?

	BY AGE				PUBLIC PRINCIPALS	
	30-39	40-49	50-59	60+	Elementary	Secondary
BETTER						
Superintendents	41	45	54	44		
Public Principals	40	46	49	35	46	39
WORSE						
Superintendents	14	13	10	8		
Public Principals	16	14	10	15	13	16
ABOUT THE SAME						
Superintendents	41	41	36	46		
Public Principals	40	39	39	48	38	44
DON'T KNOW						
Superintendents	3	2	1	2		
Public Principals	4	2	2	2	3	2

Table 33. SUPERINTENDENTS' ATTITUDES ABOUT TEACHERS BY DISTRICT ENROLLMENT SIZE, METRO STATUS OF COMMUNITY AND COMMUNITY INCOME LEVEL.

QUESTION 16. WHAT GRADE WOULD YOU GIVE THE TEACHERS IN THE PUBLIC SCHOOLS IN YOUR COMMUNITY -- A,B,C,D, OR FAIL?

	By Enrollment Size			By Metro Status of Community					By Community Income			
	10,000+	2,500- 9,999	Less than 2,500	Inner City					Rural	Low	Medium	High
				Pop. 500,000+	Pop. 150,000- to 499,999	Other Urban	Subur- ban					
%	%	%	%	%	%	%	%	%	%	%	%	
A + B	92	93	89	59	87	94	95	89	84	93	98	
A	32	32	29	5	19	26	38	29	23	32	55	
B	60	61	60	54	58	66	57	60	61	61	43	
C	7	7	11	34	22	6	4	10	15	6	2	
D	1	*	*	2	0	1	*	1	2	*	0	
Fail	*	0	0	2	0	0	0	0	0	0	0	
Don't know	*	0	*	2	0	*	*	*	*	*	0	

QUESTION 37. WHAT ABOUT TEACHERS? WOULD YOU SAY THAT THE QUALITY OF PEOPLE COMING INTO TEACHING TODAY IS BETTER, FROM SAY, FIVE YEARS AGO, WORSE, OR ABOUT THE SAME?

Better	55	55	46	27	44	51	56	50
Worse	8	9	12	27	14	10	6	11
About the same	36	35	41	46	42	38	36	38
Don't know	*	1	1	0	0	1	1	1

Table 34. WHAT WOULD MAKE TEACHING A TRUE PROFESSION

QUESTION 24. PERCENT OF ADMINISTRATORS AND TEACHERS WHO AGREE THE FOLLOWING WOULD MAKE TEACHING A MORE TRUE PROFESSION.

	Superin- tendents (Weighted) %	Public Principals %	Private Principals %	Teachers/a	
				Public Teachers %	Private Teachers %
Pay teachers based on job performance in addition to seniority and level of education.....	83	79	80	69	82
Let the market determine how much teachers get paid.....	42	27	29	22	26
Have upward mobility within the ranks of teaching.....	87	88	80	80	84
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants.....	72	71	69	59	65
Give individual teachers more autonomy in determining what and how they teach.....	40	44	60	77	69
Give teachers greater participation in decision-making at the district level.....	63	79	81	NA	NA
Give teachers greater participation in decision-making at the school-building level.....	80	87	92	NA	NA

QUESTION 21. SEVERAL PROPOSALS ARE CURRENTLY BEING ADVANCED FOR WAYS TO IMPROVE AMERICA'S EDUCATIONAL SYSTEM. PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE THAT EACH OF THE FOLLOWING WOULD IMPROVE OUR EDUCATIONAL SYSTEM.

Give teachers authority in the running of schools.....	22	35	50
--	----	----	----

Source: /a Survey of 1,592 teachers conducted by the National Center for Education Information, February 7-April 15, 1986.

Table 35. WHAT WOULD MAKE TEACHING A TRUE PROFESSION BY SELECTED CHARACTERISTICS

QUESTION 24. PERCENT OF ADMINISTRATORS WHO AGREE THE FOLLOWING WOULD MAKE TEACHING A MORE TRUE PROFESSION BY SELECTED CHARACTERISTICS.	SUPERINTENDENTS										PUBLIC PRINCIPALS			
	By Enrollment					Metro Status of Community								
	Less Than		Pop. 500,000+ to 999,999			Inner City		Other Urban						
	10,000+	2,500-9,999	2,500-9,999	500,000+	999,999	Pop. 500,000+	Pop. 999,999	Urban	Suburban	Rural	Elementary	Secondary		
Pay teachers based on job performance in addition to seniority and level of education.....	88	85	83	89	97	83	87	84	78	80				
Let the market determine how much teachers get paid.....	44	45	41	43	44	45	47	40	25	30				
Have upward mobility within the ranks of teaching.....	94	92	85	90	94	91	92	87	84	90				
Introduce a proficiency exam for entry into teaching similar to the Bar Exam for lawyers or the CPA Exam for accountants.....	81	78	70	87	75	73	78	74	69	71				
Give individual teachers more autonomy in determining what and how they teach.....	43	42	39	27	36	40	45	40	44	43				
Give teachers greater participation in decision-making at the district level..	76	73	62	72	76	77	75	63	82	74				
Give teachers greater participation in decision-making at the school-building level.....	93	88	76	95	99	92	87	79	89	84				
Question 21f:														
Give teachers authority in the running of schools.....	28	26	21	27	33	31	25	22	35	34				

Table 36. ALTERNATE ROUTES FOR CERTIFYING TEACHERS

QUESTION 23. SOME STATES ARE NOW BRINGING ADULTS WHO ALREADY HAVE AT LEAST A BACHELOR'S DEGREE IN A FIELD OTHER THAN EDUCATION BUT NO PREPARATION IN EDUCATION COURSES INTO TEACHING. WHICH ONE OF THE FOLLOWING MOST CLEARLY REPRESENTS YOUR OPINION ABOUT HIRING NON-TEACHER EDUCATION GRADUATES TO TEACH?

	Superin- tendents (Weighted) %	Public Principals %	Private Principals %
They should be hired.....	4	2	7
They should be given an opportunity to teach and if they demonstrate they know the subject matter and can teach effectively, they should be hired.....	22	18	34
They should go through one year of academic coursework in educational subjects based at a college before being hired.....	5	5	6
They should go through a one-year, <u>paid</u> internship that combines college course- work and on-site training in a school before being hired.....	33	39	27
They should go through a one-year <u>unpaid</u> internship that combines college course- work and on-site training in a school before being hired.....	10	8	7
They should take a summer, 6-to-8 week work- shop designed to orient them to teaching before being hired.....	5	4	5
They should go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers.....	18	23	12
Other.....	2	1	2

Table 37. PREFERENCES FOR HIRING COLLEGE GRADUATES TO TEACH OF ADMINISTRATORS BY SELECTED CHARACTERISTICS.

QUESTION 23. SOME STATES ARE NOW BRINGING ADULTS WHO ALREADY HAVE AT LEAST A BACHELOR'S DEGREE IN A FIELD OTHER THAN EDUCATION BUT NO PREPARATION IN EDUCATION COURSES INTO TEACHING. WHICH ONE OF THE FOLLOWING MOST CLEARLY REPRESENTS YOUR OPINION ABOUT HIRING NON-TEACHER EDUCATION GRADUATES TO TEACH?

	SUPERINTENDENTS									
	By Enrollment			Metro Status of Community			PUBLIC			
	Less Than		Inner City	Pop. 150,000		Other Subur-	PRINCIPALS			
	10,000+	2,500- 9,999		500,000+	to 499,999		Rural	Elem.	Sec.	
	%	%	%	%	%	%	%	%	%	%
They should be hired.....	7	3	4	12	8	5	4	3	2	3
They should be given an opportunity to teach, and if they demonstrate they know the subject matter and can teach effectively, they should be hired.....	20	23	23	25	20	20	18	25	16	22
They should go through one year of academic coursework in educational subjects based at a college before being hired.	5	5	5	*	8	6	5	5	5	5
They should go through a one-year <u>paid</u> internship that combines college coursework and on-site training in a school before being hired..	44	39	31	48	40	43	42	32	40	33
They should go through a one-year <u>unpaid</u> internship that combines college coursework and on-site training in a school before being hired..	8	9	10	7	3	8	10	10	10	7
They should take a summer, 6-to-8 week workshop designed to orient them to teaching before being hired.....	7	6	4	5	8	6	7	4	4	5
They should go back to college and complete a traditional teacher education program and get fully certified before they are hired as teachers.....	8	13	21	2	11	8	12	19	23	23
Other.....	3	2	2	0	0	3	2	2	1	2

Chapter 8: Purposes of Education; School Expenditures

School administrators say the main purposes of education are everything consumers hope they would say and that we are spending too little on every aspect of education.

Main Purposes of Education

"To teach students basic skills and knowledge" was cited most frequently by all groups of administrators when asked to check two or three of eight options for main purposes of education today. Eighty-five percent of superintendents, 84 percent of public school principals and 68 percent of private school principals selected this option.

Tied for second among both superintendents and public school principals were "To teach students reasoning and analytical skills" (64 percent of superintendents and 62 percent of public principals) and "To help students become good citizens" (63 percent of both superintendents and public principals). Tied for second among private school principals were "To instill sound morals and ethical principles in America's youth" (56 percent) and "To teach students reasoning and analytical skills" (55 percent).

As with most items in the NCEI survey, there were no appreciable differences among subgroups on what the main purposes of education should be today.

Spending Per Student

A very interesting pattern concerning per-student expenditures emerged among the respondents. Superintendents overall -- and across all subgroups analyzed -- reported higher per-student expenditures than the public school principals, who, in turn, reported higher spending per student than did private school principals. It should be noted that 43 percent of the public school principals who responded to the NCEI survey left this item blank on the questionnaire. It could be that budget is a central office concern and not one handled at the building level.

Whatever is going on here, superintendents said they will spend an average of \$3,418 on each student enrolled during the current year.

Principals in public schools said per-student expenditures will be an average of \$2,560. (Could it be that the 33 percent higher figure reported by superintendents is central office costs?) Private school principals reported an average per-student expenditure of \$2,004 for the 1987-88 school year.

There is notable similarity in average per-student expenditures reported by superintendents by district enrollment size and by metro status of community. By income level of community, per-student expenditures reported by superintendents were: low income - \$3,212; medium income - \$3,383; and high income - \$4,314.

While the public school principals consistently reported lower figures than the superintendents, again, there was amazing similarity in the per-student expenditures across all subgroups reported by public school principals.

Spending Too Little/Too Much on Education?

School administrators were asked to indicate whether schools are spending too little, about the right amount, or too much on 13 educational budget items. Few administrators reported schools are spending too much on any item. The only budget items more than 10 percent of public school administrators said schools are spending too much on were fringe benefits for teachers and for personnel other than teachers -- 12 percent of superintendents reported schools are spending too much on fringe benefits for teachers, and 11 percent of superintendents said they are spending too much for fringe benefits for personnel other than teachers.

Approximately three-fourths of both superintendents and public school principals think schools are spending too little on beginning teachers' salaries and on salaries for teachers overall. More than a half of each group say too little is spent for administrative personnel and for supervisory personnel. Slightly fewer than half of public school administrators think too little is spent on curriculum personnel, guidance counselors and on teacher recruitment.

About a third of the superintendents, compared with approximately half of public school principals reported schools spend too little on textbooks, computers and other instructional materials.

While the budget items stack up much the same for private school principals in terms of what schools spend too little on, the proportions of private school principals who think schools are spending too little on these items is considerably smaller than their public school counterparts.

Across subgroups, inner-city superintendents weigh in the most saying schools are spending too little, especially on teacher salaries, recruitment, textbooks, computers and other instructional materials.

Table 38. MAIN PURPOSES OF EDUCATION

QUESTION 38. IN YOUR OPINION, WHAT ARE THE <u>MAIN</u> PURPOSES OF EDUCATION TODAY?						
			SUPERINTENDENTS BY ENROLLMENT SIZE			
					Less	
			Superin-	Public	Private	2,500- Than
			intendents	Principals	Principals	10,000+ 9,999 2,500
(Weighted)						
			%	%	%	%
Prepare students for jobs....	29		35	22	32	29
Prepare students for college.	24		21	16	28	24
Teach students reasoning and analytical skills.....	64		62	55	71	62
Help students develop sound character.....	26		26	50	24	28
Teach students basic skills and knowledge.....	85		84	68	87	84
Instill sound morals and ethical principles in America's youth.....	22		17	56	20	22
Help students become good citizens.....	63		63	37	70	63
Other.....	4		3	7	5	4

Table 39. SPENDING PER STUDENT REPORTED BY SCHOOL ADMINISTRATORS, BY DISTRICT ENROLLMENT SIZE, METRO STATUS OF COMMUNITY, AND COMMUNITY INCOME LEVEL

QUESTION 7. WHAT IS THE AVERAGE PER-STUDENT EXPENDITURE FOR EACH STUDENT IN YOUR SCHOOL DISTRICT FOR THE CURRENT YEAR?

	Superin- tendents	Public Principals	Private Principals
Base:	1,657 \$3,418	1,273 \$2,560	506 \$2,004
PUBLIC SCHOOLS			
	Base: <u>Superintendents</u>	Base: <u>Principals</u>	
DISTRICT ENROLLMENT			
10,000+	393	\$3,250	
2,500-9,999	493	3,397	
Less than 2,500	566	3,480	
BY METRO STATUS			
OF COMMUNITY			
Population 500,000+	25	\$3,513	41 \$1,860
Population 150,000-499,999	33	3,274	22 1,545
Other urban	191	3,247	94 2,362
Suburban	444	3,730	242 2,746
Rural	694	3,208	323 2,595
BY COMMUNITY INCOME			
Low	393	\$3,212	241 2,261
Medium	904	3,383	437 2,691
High	84	4,314	40 3,326

Table 40. ADMINISTRATORS' OPINIONS ABOUT EDUCATION SPENDING

QUESTION 22. DO YOU THINK SCHOOLS ARE SPENDING TOO LITTLE, ABOUT THE RIGHT AMOUNT, OR TOO MUCH ON EACH OF THE FOLLOWING:

	Superin- tendents	Public Principals	Private Principals	By Enrollment Size					By Metro Status of Community				
				SUPERINTENDENTS					Less				
				10,000+	2,500- 9,999	2,500- 9,999	2,500- 9,999	2,500- 9,999	Pop. 500,000+ to 1,500,000	Pop. 150,000 to 499,999	Other Urban	Other Rural	Subur- ban
BEGINNING TEACHERS' SALARIES													
Too little	77	76	50	78	77	78	78	78	75	78	75	79	
Too much	*	1	6	*	*	*	*	*	0	*	*	*	
TEACHERS' SALARIES OVERALL													
Too little	73	84	60	78	68	75	61	89	69	74	69	76	
Too much	*	*	7	*	1	*	2	0	1	*	1	*	
SUPERVISORY PERSONNEL													
Too little	56	61	26	56	56	51	54	47	55	54	55	59	
Too much	2	5	29	2	1	2	2	0	2	1	2	2	
GUIDANCE COUNSELORS													
Too little	49	57	29	52	57	49	41	47	45	45	45	52	
Too much	6	4	20	7	7	5	10	8	9	9	8	4	
CURRICULUM PERSONNEL													
Too little	47	45	23	46	53	46	29	37	48	49	48	50	
Too much	4	7	24	2	2	4	2	8	2	2	2	3	
ADMINISTRATIVE PERSONNEL													
Too little	56	65	22	51	53	58	46	44	52	48	52	59	
Too much	2	4	28	2	1	2	7	0	1	1	1	2	
TEACHER RECRUITMENT													
Too little	46	50	38	59	52	43	73	68	50	59	50	46	
Too much	2	3	6	*	*	2	*	0	*	1	*	1	
FRINGE BENEFITS FOR TEACHERS													
Too little	34	51	36	33	30	35	24	47	27	29	27	37	
Too much	12	1	6	12	16	11	10	14	15	19	15	10	
FRINGE BENEFITS FOR PERSONNEL													
OTHER THAN TEACHERS													
Too little	34	50	27	34	29	36	36	44	37	30	27	37	
Too much	11	3	8	13	15	10	10	16	15	17	15	10	
TEXTBOOKS													
Too little	30	33	23	42	35	28	44	39	34	39	34	32	
Too much	5	5	14	8	6	5	7	5	6	6	6	6	
COMPUTERS													
Too little	42	45	24	53	46	40	51	58	47	46	47	43	
Too much	3	5	17	4	5	3	10	0	6	2	6	3	
OTHER INSTRUCTIONAL MATERIAL													
Too little	38	47	26	54	44	35	62	50	43	47	43	40	
Too much	2	2	10	1	2	2	*	0	*	*	2	2	

Chapter 9: How School Administrators Perceive Their Jobs

Job Satisfaction

It would be hard to find an occupational group more satisfied with every aspect of their jobs than school administrators.

On overall job satisfaction, 94 percent of superintendents and of public school principals, as well as 96 percent of private school principals, said they were satisfied. This compares to 84 percent of teachers in public schools and 95 percent in private schools surveyed by NCEI in spring, 1986.

"Relationship with teacher unions" ranked last in satisfaction on the list of 13 aspects of administrators' jobs. However, around two-thirds of both superintendents and public school principals said they were satisfied with their relationships with the teacher unions.

Relationship with the state department of education, the curriculum, textbooks and salary also each fell below 85 percent satisfaction levels for superintendents and below 90 percent for public school principals.

In light of recent heightened concern about the curriculum in schools and what graduates are getting out of school not knowing, it is noteworthy that, in the NCEI survey, 14 percent of public school principals and 17 percent of superintendents say they are dissatisfied with the curriculum. About the same proportions of each say they are dissatisfied with textbooks.

Principals in public schools tend to be a little less satisfied with most aspects of their jobs than do superintendents. (Maybe that's one reason a high percentage of principals go on and become superintendents?)

When these job satisfaction variables were analyzed by sub-categories of administrators, a few significant differences emerged. Superintendents in rural areas are much less satisfied with their relationships with teacher unions than are superintendents in large inner cities -- 58 percent in rural districts, compared with 82 percent for superintendents in cities with populations of 500,000 or more and 85 percent for those in inner-cities with populations between 150,000 and 499,999. It is noteworthy that for principals analyzed by community type, just the reverse of this is true. Eighty-six

percent of public school principals in rural districts said they are satisfied with their relationships with teacher unions, and 58 percent in the largest inner cities said they were satisfied with their relationships with teacher unions.

Sixty-eight percent of superintendents in "Other urban" areas and 76 percent in the suburbs said they were satisfied with their relationships with the teacher unions.

Superintendents in rural districts, in the suburbs and in small urban areas are more satisfied with textbooks than are superintendents in large inner cities. Public school principals, by community type, don't differ in their opinions about textbooks.

As with every item on the NCEI survey, all administrators in high-income communities are more satisfied with all aspects of their jobs than are those in middle-income communities, who, in turn, are more satisfied than those in low-income areas. That's the way it is in every segment of society.

What Administrators Think About Their Professional Preparation

As noted in Chapter 1, school administrators are themselves among the most schooled adults in this country. NCEI, in addition to asking how many years of education they have, asked what degrees they hold and how they feel about their professional preparation they had for their administrative positions.

It is noteworthy that adding the percentages for "bachelor's in education" and "bachelor's in other field" does not add up to 100 percent for any of the three types of administrators surveyed. Only 18 percent of both superintendents and public school principals, compared with 32 percent of private school principals, reported having a bachelor's degree in a field other than education.

Only nine percent of superintendents, 10 percent of public school principals, and 22 percent of private school principals said they had a master's degree in a field other than education. A third (34 percent) of the superintendents reported having a doctorate -- 32 percent in education and two percent in a field other than education. More than a fourth (28 percent) of superintendents, 20 percent of public school principals and eight percent of private school principals said they had an "Educational Specialist" degree.

When asked about honors received in college, 42 percent of superintendents, 45 percent of public school principals and 46 percent of private school principals checked "None". Seventeen percent of superintendents, 16 percent of principals in public schools and 27 percent in private schools said they had graduated from college either "Summa cum laude",

"Magna cum laude" or "Cum laude".

When asked to rate the quality of professional preparation for their jobs, a fourth of public school administrators (27 percent of superintendents and 25 percent of the principals) said it was "excellent" and an additional 56 percent of each group said it was "pretty good". Only one percent of the superintendents, two percent of the public school principals and four percent of the private school principals indicated their professional preparation was "poor".

How school administrators view their professional preparation is not very different from the way 600 business executives surveyed by Louis Harris and Associates for BUSINESS WEEK February 18-25, 1986 rate the quality of education most business school graduates receive. Eleven percent of the executives said it was "excellent"; 70 percent, "pretty good"; 13 percent, "only fair"; and one percent, "poor".

What Is Most Important on the Job?

People in education, regardless of position, seem to choose it for all the same reasons. NCEI's survey of school administrators in Oct.-Dec., 1987 and of teachers in Feb.-Apr., 1986 turned up the same top three variables for what is "most important to you on the job": 1.) a chance to use your mind and abilities; 2.) chance to work with young people -- see young people develop; and 3.) appreciation for a job well done.

Eighty-three percent of superintendents, 75 percent of public principals, 84 percent of private principals cited "A chance to use you mind and abilities" as most important to them on the job in NCEI's 1987 survey. Sixty-three percent of teachers in public schools and 76 percent of private school teachers said it was in our 1986 survey.

"A good salary", which ranks first for working adults generally, ranked fourth for all groups of school personnel NCEI surveyed, with teachers saying it was more important than the administrators. Fifty-one percent of public school teachers said "a good salary" was most important on the job. This compares with 33 percent of private school teachers, 39 percent of superintendents, 41 percent of public school principals and 18 percent of private school principals.

Public school principals and teachers cited benefits, job security and being able to retire with a good pension more frequently than their private school counterparts or the superintendents.

Job Security

School administrators have significantly higher levels of job security than their counterparts in other fields. Louis Harris and Associates conducted a poll of middle managers at 600 corporations drawn from the BUSINESS WEEK 1000 list. The survey conducted July 15-21, 1986 for BUSINESS WEEK, included the question, "Now, please think of your current job situation. Do you think that as long as you do a good job, you can stay with your current employer as long as you like?" Forty-four percent of those surveyed said, "can stay", 44 percent said they may not be able to, and 12 percent said they were not sure.

When NCEI asked this question in its survey of school administrators, 87 percent of principals in public schools, 84 percent in private schools and 74 percent of superintendents said that as long as they did a good job, they could stay in their current positions for as long as they like. Only six percent of public school principals, 10 percent of those in private schools and 17 percent of superintendents said they may not be able to stay.

When the middle managers were asked to choose from among seven options what they would do if they were laid off by their current employer or accepted a package deal to leave voluntarily, only five percent said, "Retire". When NCEI asked school administrators the question, 18 percent of superintendents, 16 percent of public school principals and eight percent of private school principals checked, "Retire".

More than a third (37 percent) of the managers, 40 percent of superintendents, 32 percent of public principals and 25 percent of private school principals responded that they would "get a better job" if they were laid off by their current employer or accepted a package deal to leave voluntarily. Forty-four percent of the middle managers, 31 percent of superintendents, 32 percent of public school principals and 47 percent of private principals said they would "get an equivalent job". None of the administrators surveyed by NCEI and only three percent of the managers in the BUSINESS WEEK survey said they would "become unemployed".

What Gets in the Way of Doing One's Job

When asked to indicate the degree to which eight groups listed with special interests get in the way of doing their jobs as they would like, about half (49 percent) of superintendents, a third of public school principals (31 percent) and a little more than a fourth (26 percent) of private school principals circled 1 or 2 on a 5-point scale from "Major problem" to "No problem at all" for teacher unions. The next group administrators said gets in the way of their doing their jobs as they would like is the state department of education, followed by the federal department of education.

The PTA is the least problem group for all administrators. Superintendents do not have much of a problem with their central offices.

However, 19 percent of public school principals report the central office gets in the way of their doing their jobs as they would like.

School boards were cited by 16 percent of superintendents and 21 percent of public school principals as a major problem. Analyzed by size of district, 21 percent of superintendents in districts that enroll 10,000 or more students, compared with 18 percent in the middle category and 15 percent of those in districts that enroll fewer than 2,500 students indicated the school board was a major problem in getting their jobs done the way they would like. A larger proportion of superintendents in large inner cities also said their school boards were a big problem (39 percent, compared with 16 percent in rural areas and 18 percent in the suburbs).

Seventy percent of the superintendents in inner cities with populations of 500,000 or more surveyed said teacher unions were a big problem for them in getting their jobs done the way they would like. It should be noted that 82 percent of these same superintendents said they were satisfied with their relationships with the teacher unions when asked about their relative degrees of satisfaction/dissatisfaction with 13 different aspects of their jobs, one of which was "relationship with teacher unions".

Attitudes About Unions in General

Union membership in this country has been declining since the mid-1940's, except for teachers, and that too, may be starting to decline. About 80 percent of teachers in public schools and only 12 percent in private schools belong to a union. Union membership of the overall workforce in America has dropped from 38 percent in 1945 to 18 percent in 1986. Twelve percent of college graduates in the workforce belong to a union.

NCEI asked school administrators some of the questions about unions we had asked the teachers in 1986 and some new ones.

Only four percent of superintendents and one percent of principals in private schools belong to a union. Nearly a fifth (19 percent) of public school principals belong to a union.

Everybody surveyed -- administrators, teachers and employed adults -- agrees that unions improve the wages and working conditions of workers. However, sharp differences emerge concerning whether or not unions stifle individual initiative. Eighty-seven percent of superintendents, 74 percent of public school principals and 71 percent of private school principals say they do, compared with 43 percent of teachers in public schools and 53 percent of private school teachers who said unions stifle individual initiative. Also, while 25 percent of public school teachers surveyed in 1986 agreed with the statement, "Most employees today don't need unions to get fair treatment from their employers, 67 percent of superintendents, 51 percent of public

principals and 56 percent of principals in private schools agreed with the statement.

One-third (33 percent) of superintendents, 47 percent of public school principals and 30 percent of private school principals agree, "Most workers who are not in management jobs would be better off belonging to a union than not belonging to one."

More than three-fourths (76 percent) of superintendents, two-thirds of principals in both public and private schools (66 percent and 65 percent, respectively) agreed with the statement, "Labor union leaders are out of touch with the workers they represent." This question was not asked in NCEI's spring 1986 survey of teachers, but a survey of 693 adults conducted by the Washington Post September 2-8, 1986 showed that 61 percent of the general public agreed that labor union leaders are out of touch with the workers they represent.

Table 41. PERCENTAGE OF SCHOOL ADMINISTRATORS WHO SAY THEY ARE SATISFIED WITH THESE ASPECTS OF THEIR JOBS

Inner City	SUPERINTENDENTS											
	By Enrollment Size			By Metro Status of Community			Less					
	Superin- tendents	Public Principals	Private Principals	10,000+ %	2,500- 9,999 %	2,500- 9,999 %	2,500- 9,999 %	2,500- 9,999 %	2,500- 9,999 %	2,500- 9,999 %	2,500- 9,999 %	2,500- 9,999 %
Overall job satisfaction...	94	94	96	98	98	94	92	99	95	96	95	95
Relationship with school board.....	92	83	92	92	91	94	87	96	91	94	92	92
Relationship with central office.....	98	85	91	97	99	98	80	97	98	98	98	98
Relationship with teachers.	94	98	97	97	97	95	90	94	95	99	94	94
Relationship with teacher unions.....	63	68	34	72	68	61	82	85	68	76	58	58
Relationship with parents of students.....	97	97	94	100	98	97	95	96	95	100	97	97
Relationship with civic leaders in the community.	96	92	85	99	98	96	97	97	96	99	96	96
Relationship with state department of education..	78	68	75	81	81	78	72	80	82	77	79	79
Present curriculum.....	63	86	94	89	85	83	80	80	82	90	82	82
Present textbooks.....	82	86	92	81	82	82	70	72	84	86	81	81
Overall professional life..	95	94	95	98	98	95	97	99	95	97	94	94
General working conditions.	93	88	91	88	94	94	92	94	94	96	92	92
Salary.....	79	68	69	91	90	77	85	85	89	90	75	75

Table 42. PERCENTAGE OF SUPERINTENDENTS WHO SAY THEY ARE SATISFIED WITH THESE ASPECTS OF THEIR JOBS BY COMMUNITY INCOME, AND BY AGE

	SUPERINTENDENTS						
	By Community Income			By Age (in years)			
	Low	Medium	High	30-39	40-49	50-59	60+
	%	%	%	%	%	%	%
Overall job satisfaction.....	93	96	96	92	95	95	97
Relationship with school board.....	89	95	91	91	93	93	86
Relationship with central office.....	98	98	99	96	98	99	98
Relationship with teachers.....	92	97	99	94	94	95	99
Relationship with teacher unions.....	54	67	73	65	64	62	63
Relationship with parents of students.	96	97	96	96	97	98	100
Relationship with civic leaders in the community.....	96	97	99	95	96	97	98
Relationship with state department of education.....	75	82	69	72	79	78	85
Present curriculum.....	77	86	91	75	79	89	86
Present textbooks.....	79	83	86	78	79	86	80
Overall professional life.....	93	97	97	91	94	97	98
General working conditions.....	89	95	90	89	92	94	96
Salary.....	70	84	88	66	78	84	82

Table 43. PERCENTAGE OF PUBLIC SCHOOL PRINCIPALS WHO SAY THEY ARE SATISFIED WITH THESE ASPECTS OF THEIR JOBS BY TYPE OF SCHOOL, BY METRO STATUS OF COMMUNITY, BY SEX AND BY AGE

	By Type of School		By Metro Status of Community				By Sex		By Age				
			Inner City										
	Elemen- tary	Secon- dary	Pop. 500,000+ %	Pop. 150,000 to 499,999 %	Other Urban %	Subur- ban %	Rural	Male	Female	30-39 %	40-49 %	50-59 %	60+ %
Overall job satisfaction....	94	95	93	90	92	97	93	95	93	94	95	96	96
Relationship with school board.....	83	84	66	79	82	84	85	82	84	82	84	83	86
Relationship with central office.....	85	84	77	82	82	85	88	85	87	89	83	86	90
Relationship with teachers.	99	99	96	95	98	100	98	98	98	98	100	100	94
Relationship with teacher unions.....	69	66	58	75	66	72	86	66	73	69	68	69	68
Relationship with parents of students.....	97	96	93	99	93	98	97	96	96	97	97	97	96
Relationship with civic leaders in community.....	91	93	91	90	90	92	93	92	88	92	90	95	94
Relationship with state department of education..	70	65	56	73	62	65	73	67	72	86	66	72	78
Present curriculum.....	86	85	83	88	88	91	82	86	87	81	86	92	92
Present textbooks.....	87	88	82	88	88	92	83	86	87	83	87	92	94
Overall professional life..	95	94	91	94	95	97	92	94	95	94	95	96	98
General working conditions.	89	89	82	87	86	93	87	88	87	84	90	92	88
Salary.....	69	68	60	73	72	75	64	68	68	58	70	75	76

Table 44. ACADEMIC PREPARATION FOR JOBS

QUESTION 53. WHAT ACADEMIC DEGREES HAVE YOU RECEIVED?

	Superin- tendents (weighted) %	Public Principals %	Private Principals %
Bachelor's in education	50	56	52
Bachelor's in other field	18	18	32
Master's in education	78	88	61
Master's in other field	9	10	22
Doctorate in education	32	8	4
Doctorate in other field	2	1	2
Educational specialist	28	20	8
Other	4	8	8

QUESTION 54. HOW WOULD YOU RATE THE QUALITY OF PROFESSIONAL PREPARATION YOU HAD FOR YOUR ADMINISTRATIVE POSITION?

	Superin- tendents (weighted) %	Public Principals %	Private Principals %	National Totals/a %
Excellent	27	25	32	11
Pretty good	56	56	47	70
Only fair	15	18	17	13
Poor	1	2	4	1
Not sure	0	0	1	5

QUESTION 55. DID YOU GRADUATE FROM COLLEGE WITH ANY OF THESE HONORS?

	Superin- tendents (weighted) %	Public Principals %	Private Principals %	Teachers/b Public Private	
				%	%
Magna cum laude	3	3	6	6	
Summa cum laude	5	4	5	4	
Cum laude	9	9	16	10	
Dean's list	40	39	29	38	
Other honors	18	15	15	15	
None	42	45	46	49	

Source: /a Survey of 600 senior executives concerning the preparations of business school graduates February 18-25, 1986 by Louis Harris and Associates

/b Survey of 1,592 teachers conducted February 7-April 15, 1986 by the National Center for Education Information

Table 45. WHAT IS MOST IMPORTANT ON THE JOB

QUESTION 47. IF YOU HAD TO CHOOSE, WHICH OF THESE ARE MOST IMPORTANT TO YOU ON THE JOB?

	Superin- tendents (weighted)	Public Principals	Private Principals	Teachers/a	
	%	%	%	Public	Private
A chance to use your mind and abilities.....	83	75	84	63	76
A clean, quiet, comfort- able place to work.....	5	6	9	12	11
Being able to retire early with a good pension.....	6	6	2	10	2
Job security.....	14	19	9	27	16
A good salary	39	41	18	51	33
Appreciation of a job well done.....	66	60	59	54	60
Medical/other benefits....	9	14	10	16	11
Chance to work with young people -- see young people develop.....	66	77	85	62	75

Source: /a Survey of 1,592 teachers schools conducted by the National Center for Education Information, February 8-April 15, 1986.

Table 46. JOB SECURITY

QUESTION 43. DO YOU THINK THAT AS LONG AS YOU DO A GOOD JOB IN YOUR CURRENT POSITION,
YOU CAN STAY WITH YOUR CURRENT EMPLOYER AS LONG AS YOU LIKE?

	Superin- tendents (weighted)	Public Principals	Private Principals	National/a Totals
	%	%	%	%
Can stay	74	87	84	44
May not be able to	17	6	10	44
Not sure	10	8	7	12

QUESTION 44. IF YOU WERE LAID OFF BY YOUR CURRENT EMPLOYER OR ACCEPTED A PACKAGE DEAL TO
LEAVE VOLUNTARILY, WHICH OF THE FOLLOWING DO YOU THINK YOU WOULD DO?

	Superin- tendents (weighted)	Public Principals	Private Principals	National Totals/a
	%	%	%	%
Retire	18	16	8	5
Get a better job	40	32	25	37
Get an equivalent job	31	32	47	44
Get a lesser job	2	2	3	7
Become unemployed	0	0	0	3
Start your own business	5	8	6	10
Not sure	4	9	11	1

Source: /a Survey of middle managers at 600 corporations drawn from the Business Week 1000
conducted July 15-21, 1986 by Louis Harris and Associates for Business Week

Table 47. PERCENT OF ADMINISTRATORS WHO FEEL THESE FACTORS ARE A MAJOR PROBLEM IN DOING THEIR JOBS THE WAY THEY WOULD LIKE.

	Superintendents by Enrollment					
	Superin-	Public	Private		2,500-	Less
	tendents (Weighted)	Principals	Principals	10,000+	9,999	Than 2,500
	%	%	%	%	%	%
Teacher unions	49	31	26	50	53	48
Community groups	16	15	10	13	14	16
School board	16	21	15	21	18	15
Central office	3	19	14	9	3	3
Parents	10	15	19	7	8	11
PTA	5	7	8	3	4	6
State Department of Education	30	28	21	31	30	31
Federal Department of Education	29	22	18	27	29	29

SUPERINTENDENTS AND PRINCIPALS BY TYPE OF COMMUNITY

	Inner City				
	Pop. 500,000+	Pop. 150,000 499,999	Other Urban	Subur- ban	Rural
	%	%	%	%	%
TEACHER UNIONS					
Superintendents	70	44	58	51	46
Public Principals	23	41	34	33	27
COMMUNITY GROUPS					
Superintendents	15	22	17	13	15
Public Principals	15	25	15	15	14
SCHOOL BOARD					
Superintendents	39	19	18	18	16
Public Principals	18	29	20	20	22
CENTRAL OFFICE					
Superintendents	29	8	6	3	3
Public Principals	22	34	18	21	16
PARENTS					
Superintendents	17	8	6	9	9
Public Principals	14	32	14	16	14
PTA					
Superintendents	7	3	4	4	5
Public Principals	5	9	7	8	6
STATE DEPARTMENT OF EDUCATION					
Superintendents	29	36	30	33	29
Public Principals	12	21	29	30	28
FEDERAL DEPARTMENT OF EDUCATION					
Superintendents	27	25	29	27	27
Public Principals	8	13	29	21	24

Table 48. PERCENTAGES WHO AGREE WITH THESE STATEMENTS ABOUT UNIONS IN GENERAL

QUESTION 41. WE'D LIKE TO GET YOUR REACTION TO SOME STATEMENTS THAT ARE SOMETIMES MADE ABOUT UNIONS? INDICATE IF YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING?

	Superin- tendents (weighted) %	Public Principals %	Private Principals %	Employed Adults/a %	Teachers/b Public %	Private %
Unions improve the wages and working conditions of workers.....	71	79	63	73	82	71
Unions stifle individual initiative.....	87	74	71	54	43	53
Unions increase the risk that companies will go out of business.....	76	61	61	49	39	45
Most employees today don't need unions to get fair treatment from their employers....	67	51	56	59	25	42
Labor union leaders are out of touch with the workers they represent.	76	66	65	61/c	NA	NA
Most workers who are not in management jobs would be better off belonging to a union than not belonging to one.....	33	47	30	56/c	NA	NA

QUESTION 42. DO YOU BELONG TO A UNION OR NOT?

	Superin- tendents (weighted) %	Public Principals %	Private Principals %	Employed Adults %	Teachers/b Public %	Private %
Do belong	4	19	1	18	80	11
Do not belong	96	81	99	72	22	90

Source: /a Survey of 967 employed adults conducted May 20-June 2, 1985 by Louis Harris and Associates for Business Week

/b Survey of 1,592 teachers conducted February 7-April 15, 1986 by the National Center for Education Information

/c Survey of 693 adults conducted September 2-8, 1980 by the Washington Post

Chapter 10: The Future

Improving America's Educational System

High proportions of all types of school administrators surveyed by NCEI agree that demanding greater accountability at all levels of the educational system would improve it. However, fewer than half of superintendents and public school principals agreed that any of the following would improve America's educational system: consolidating schools, consolidating school districts, letting each individual school decide how it will operate, giving teachers authority in the running of schools.

What School Administrators Plan To Do in the Next Five Years

A major variable looming large in the ranks of school administrators in this country, and one that could affect the future of education in America is age. As noted in Chapter 1 of this report, public school administrators are not a young crowd. This is due, in part, to the fact that, from 1970 to 1983, enrollments in elementary and secondary schools dropped about 15 percent. Consequently, schools closed, districts consolidated, and there was no great demand to bring in new, young administrators.

When NCEI asked school administrators what they plan to do in the next five years, a fourth (24 percent) of the superintendents, 21 the percent of the public school principals and only eight percent of principals in the private schools in our survey said they plan to retire in the next five years.

Forty-four percent of superintendents, 38 percent of public school principals and 33 percent of private school principals say they plan to leave their current positions in the next five years. This statistic must be used with caution. When we asked what they plan to do in the next five years, several superintendents indicated they planned to go to another district to be a superintendent (36 percent) or become a college professor or administrator (11 percent) or get some other job in education (eight percent). Fifteen percent said they planned to "change careers, get a job in a field other than education".

The public school administrators most inclined to leave their current positions in the next five years are those in inner cities with populations of 500,000 or more. Those who expressed the least likelihood of leaving are those in inner cities with populations between 150,000 and 499,999. Plans to retire and/or change careers were also highest in the largest inner cities, but it must be noted that the retirement/career change differences among all types of administrators are small and not statistically significant.

When public school principals were asked what they plan to do in the next five years, 25 percent said "become a superintendent"; 22 percent, "become a principal in another school"; eight percent indicated they would become a college professor, or administrator, ten percent said they would get some other job in education, and 15 percent said they would change careers, get a job in another field.

We told respondents to "check all that apply", so it is conceivable that an administrator checked, "continue in present job", "change careers" and "retire", since he does plan to do all three in the next five years.

So, the only real conclusions one can draw from these data are that 31 percent of superintendents and 40 percent of both public and private school principals do not plan to leave their current positions in the next five years; 44 percent of superintendents and 38 percent of public school principals do plan to leave the position they are now in, the remaining 25 percent of superintendents and 22 percent of public principals are not sure; and a fourth of superintendents, 21 percent of public school principals and eight percent of private school principals plan to retire in the next five years.

In any event, it appears that approximately 40 percent of public school administrators are going to leave their current jobs in the next five years. That could translate into an annual separation rate of about eight percent -- still below the average of 12 percent for persons in executive, administrative and managerial occupations overall in this country. This 12 percent separation rate in 1983-84 included six percent transfers to other occupations and six percent who were not working the following year, according to the Bureau of Labor Statistics. Also, according to BLS, the separation rate for all employed persons from 1983 to 1984 (the latest period for which these data are available) was 18 percent.

While not inordinately high compared with persons in other occupations, the turnover expected in the next few years for school administrators due to retirements alone is noteworthy. A fourth of the 15,000-plus superintendents and the approximately 76,000 principals in public schools in this country today say they plan to retire in the next five years.

Table 49. PERCENTAGE OF SCHOOL ADMINISTRATORS WHO AGREE THE FOLLOWING WOULD IMPROVE AMERICA'S EDUCATIONAL SYSTEM

QUESTION 21. SEVERAL PROPOSALS ARE CURRENTLY BEING ADVANCED FOR WAYS TO IMPROVE AMERICA'S EDUCATIONAL SYSTEM. PLEASE INDICATE WHETHER YOU STRONGLY AGREE, SOMEWHAT AGREE, SOMEWHAT DISAGREE, OR STRONGLY DISAGREE THAT EACH OF THE FOLLOWING WOULD IMPROVE OUR EDUCATIONAL SYSTEM.

	Superin- tendents	Public Principals	Private Principals	Superintendents By Enrollment Size		
				10,000+	2,500- 9,999	Less Than 2,500
	%	%	%	%	%	%
Allow parents to send their children to the school of their choice.....	31	37	90	30	28	34
Demand greater accountability at all levels of the educational system.....	87	87	94	90	91	86
Consolidate schools.....	47	41	33	53	54	44
Consolidate school districts....	48	37	28	56	55	44
Let each individual school decide how the school will operate.....	45	45	51	36	33	49
Give teachers authority in the running of schools.....	22	36	50	28	27	21

Table 50. WHAT SCHOOL ADMINISTRATORS PLAN TO DO IN THE NEXT FIVE YEARS

QUESTION 45. DO YOU PLAN TO LEAVE YOUR CURRENT POSITION IN THE NEXT FIVE YEARS?

	Superin- tendents	Public Principals	Private Principals
	%	%	%
Yes	44	38	33
No	31	40	40
Not sure	25	22	27

QUESTION 46. WHAT DO YOU PLAN TO DO IN THE NEXT FIVE YEARS?

Continue in present job	58	57	60
Become a superintendent in another school district	36	NA	NA
Become a principal/assistant principal	NA	NA	NA
Become a principal in another school	NA	22	26
Become a superintendent or assistant superintendent	NA	25	5
Become a teacher	1	2	13
Become a college professor/ administrator	11	8	10
Get some other job in education	8	10	16
Change careers, get a job in a field other than education	15	15	14
Retire	24	21	8
Other, specify	3	4	6

QUESTION 45. DO YOU PLAN TO LEAVE YOUR CURRENT POSITION IN THE NEXT FIVE YEARS?

	SUPERINTENDENTS				PUBLIC PRINCIPALS			
	By Age				By Age			
	30-39	40-49	50-59	60+	30-39	40-49	50-59	60+
	%	%	%	%	%	%	%	%
Yes	44	33	50	81	33	21	60	81
No	32	37	28	9	41	54	26	7

QUESTION 46. WHAT DO YOU PLAN TO DO IN THE NEXT FIVE YEARS?

Change careers	15	12	18	10	13	11	19	18
Retire	0	3	43	80	1	6	47	74

Table 51. WHAT SCHOOL ADMINISTRATORS PLAN TO DO IN THE NEXT FIVE YEARS BY METRO STATUS OF COMMUNITY AND SIZE OF DISTRICT

QUESTION 45. DO YOU PLAN TO LEAVE YOUR CURRENT POSITION IN THE NEXT FIVE YEARS?

	Metro Status of Community					By Size of District				
	Pop. 500,000	Pop. 150,000 to 499,999	Other Urban	Subur- ban	Rural	Principals Elem. Sec.		10,000+	2,500 to 9,999	<2,500
	%	%	%	%	%	%	%	%	%	%
YES										
Superintendents	52	31	44	44	44			41	48	43
Public Principals	37	28	37	36	41	36	42			
NO										
Superintendents	20	37	32	33	31			34	31	31
Public Principals	49	56	39	45	45	43	33			
NOT SURE										
Superintendents	28	31	24	23	24			25	21	26
Public Principals	13	16	23	21	25	21	25			

QUESTION 46. WHAT DO YOU PLAN TO DO IN THE NEXT FIVE YEARS?

CONTINUE IN PRESENT JOB

Superintendents	55	63	59	63	58			64	60	57
Public Principals	53	65	52	65	54	58	53			

BECOME SUPERINTENDENT IN ANOTHER SCHOOL DISTRICT

Superintendents	18	37	22	25	37			20	28	40
Public Principals	20	30	22	21	22		24			

BECOME PRINCIPAL OR ASSISTANT PRINCIPAL

Superintendents	5	0	1	*	2			1	*	2
Public Principals	19	9	25	22	29	22	33			

BECOME A TEACHER

Superintendents	0	0	*	*	1			1	1	1
Public Principals	1	0	4	2	3	3	2			

BECOME COLLEGE PROFESSOR OR ADMINISTRATOR

Superintendents	15	8	15	15	10			15	14	9
Public Principals	8	9	9	7	8	8	7			

GET SOME OTHER JOB IN EDUCATION

Superintendent	10	11	8	7	8			7	7	8
Public Principals	8	16	12	10	9	12	9			

CHANGE CAREERS/JOB IN FIELD OTHER THAN EDUCATION

Superintendents	20	14	13	20	14			18	17	14
Public Principals	18	11	20	15	13	15	15			

RETIRE

Superintendents	28	26	24	29	25			29	28	24
Public Principals	25	18	24	21	19	21	20			

OTHER

Superintendents	2	6	3	4	3			4	4	4
Public Principals	5	4	2	4	4	4	4			

Appendix A: Survey Methodology

The PROFILE OF SCHOOL ADMINISTRATORS IN THE U.S. survey was conducted by the National Center for Education Information from October 16 to December 20, 1987. A total of 1,704 public school district superintendents, 1,349 public school principals and 524 private school principals completed and mailed back questionnaires. The respondents represented public school superintendents and public and private school principals of schools including grades kindergarten through grade 12 throughout the fifty states and the District of Columbia.

Sample Selection of Administrators

The school administrators included in the study were selected through a systematic random sampling procedure from a list, by name, of 14,500 district superintendents, 76,000 public school principals, and 21,108 private school principals compiled by Market Data Retrieval of Shelton, Connecticut. The three samples of superintendents, public school principals, and private school principals were drawn independently.

Interviewing Method

Each administrator selected for the sample was mailed a questionnaire October 16, 1987 at his or her school or office. Included was a letter from NCEI explaining the significance of the study and urging the administrator to return the questionnaire as soon as possible. Any administrator who had not returned a completed questionnaire by November 6, 1987 was mailed a second questionnaire.

Questionnaire Development

Many individuals, in addition to the Advisory Committee, contributed their suggestions and comments to the survey questionnaire, and NCEI is extremely grateful for their contributions. However, final responsibility for the survey instrument rests with NCEI.

Data Processing

Dr. Fred Quelle managed the data processing segment of the study. He supervised editing, coding, key punching and verification of the data from all questionnaires returned to NCEI. Dr. Quelle developed a computer program that tabulated the data, checked for consistency in the responses and processed the data. The final output was a series of computer tables reflecting the results of each question and across questions by significant groupings.

Ira Bloom was responsible for the sample design and methodology for this survey. He coordinated directly with Market Data Retrieval in drawing the samples of school administrators as described in this section of the report.

Weighting the Data

Superintendents who represented districts having 10,000 or more students were oversampled to achieve 435 interviews. This allowed independent analysis of this crucial segment which represents 43 percent of total school enrollment in the country. For purposes of analyzing all superintendents throughout the country combined, each of the three enrollment segments (fewer than 2,500, 2,500-9,999, and 10,000 plus) have been weighted to their proper proportion of all United States superintendents.

Response Rates and Sample Disposition

The following table reflects the sample disposition for the study. A total of 3,577 completed questionnaires were returned to NCEI. These included 1,704 public school superintendents, 1,349 public school principals and 524 private school principals.

	Total	School Superin- intendents	Public School Principals	Private School Principals
A. Questionnaires completed and processed.....	3,577	1,704	1,349	524
B. TOTAL NUMBER OF QUESTIONNAIRES MAILED.....	5,322	2,350	1,976	996

Thus, using the formula A/B, our response rates are

Superintendents: 73%

Public School Principals: 68%

Private School Principals: 53%

Reliability of Survey Percentages

Any sample survey is subject to sample variation. The degree of variation is determined by the level of the percentages expressed in the results and by the number of interviews completed relating to a response.

The following table reflects the amount of possible sample variation that can be applied to percentage results of this study. Simply stated, the table indicates that chances are 95 out of 100 that a result from the study will not vary, plus or minus, by more than the indicated number of percentage points, from the results that would have been achieved if questionnaires had been completed by all people in the universe that is represented by the sample.

If the response rate for a sample size of 500, for example, was 80%, then 95 times out of 100 the response from the entire population would be between 76% and 84%. It is important to note that survey results based on small-sized subgroups are subject to large sampling error.

APPROXIMATE SAMPLE TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT	SURVEY PERCENTAGE RESULT AT	SURVEY PERCENTAGE RESULT AT	SURVEY PERCENTAGE RESULT AT	SURVEY PERCENTAGE RESULT AT
	10% OR 90%	20% OR 80%	30% OR 70%	40% OR 60%	50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

When comparing results from different parts of a sample, sample tolerances are also used to determine if the difference between two subgroups can be considered statistically significant.

The figures in the following table reflect (at the 95% confidence level) the percentage difference that must be achieved in order for the difference between two subgroups to be considered statistically significant.

For example, if 43% of one group of 800 responded "no" to a particular question and 37% of an independent group of 500 responded "no" to the same question, then the observed difference (6 percentage points) is significant since it is greater than the potential sampling error (5 percentage points) reflected in the table. These errors account for sampling error only. Survey research is susceptible to nonsampling errors as well, such as respondent recording and data processing. However, the procedures followed by NCEI in this study should minimize these kinds of errors.

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING
DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15